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ABSTRACT

In the development of the guide, attention was centered on fostering the behavioral objectives delineated for the generally related study aspect of Industrial Cooperative Training (ICT). It has been generally accepted by coordinators and supervisors of ICT programs in Virginia that approximately half of the class time should be devoted to teaching lessons in the generally related instructional areas with the remainder of the time to be spent by the student in learning technical information related to his specific occupational area. The sample lesson plans compiled in the publication should assist the ICT coordinator in developing instructional units for the generally related phase of the ICT One program. It is emphasized that the guide is not designed as a course to be rigidly followed. Ten units including two to six lessons each are outlined: introduction to the ICT program; pre-employment information; employer-employee relations; techniques of learning; on-the-job communications; income tax; you and the American economy; money management and banking; laws, contracts, and you; and safety. Sample lessons are described in terms of objectives, content, and methods of teaching. Transparency masters, handouts, and lists of resource materials are included for most lessons. (Author/EC)

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V&TECC CURRICULUM GUIDE

Vocational and Technical Education Curriculum Center

INDUSTRIAL COOPERATIVE TRAINING I

CE005114

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Division of Vocational and Technical Education
College of Education
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Division of Vocational Education
State Department of Education
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Industrial Cooperative Training I

Curriculum Guide

General Related Study Units

Division of Vocational and Technical Education
College of Education
Virginia Polytechnic Institute and State University
Blacksburg, Virginia 24061

and

Division of Vocational Education
State Department of Education
Richmond, Virginia 23216

February, 1974

FOREWORD

Through the years the ICT program has proven itself to be one of the most successful forms of vocational training. The three-way combination of supervised on-the-job training, technically related study and the ICT generally related units have resulted in a worker who is not only trained in the manner that the individual employer desires but also possesses a well rounded background in human relations and a general knowledge of business operation.

This manual which contains lesson plans for the ICT I General Related Study Units should do much to assist the ICT coordinator in developing an even stronger program. Each coordinator is encouraged to supplement the suggestions offered in this publication with additional information and varied teaching methods.

The State Department of Education, Trade and Industrial Education Service, is grateful to each person who had a part in developing this publication and is anxious that it be used to further strengthen the Industrial Cooperative Training program.

Ben L. Baines
Assistant State Supervisor
Trade and Industrial Education

INTRODUCTION

In the development of this guide, attention was centered on fostering the behavioral objectives delineated for the generally related study aspect of Industrial Cooperative Training. It has been generally accepted by coordinators and supervisors of Industrial Cooperative Training programs in Virginia, that approximately half of the class time should be devoted to teaching lessons in the generally related instructional areas with the remainder of the time to be spent by the student in learning technical information related to his specific occupational area. The sample lesson plans compiled in this publication should assist the ICT coordinator to develop instructional units for the generally related phase of the ICT I program.

The sample lessons contained in this guide are only suggestive in nature. This guide is not designed as a course of study to be followed rigidly by the coordinator; but it does offer suggestions for objectives, content and methods in teaching generally related study.

It is recommended that the coordinator review the guide at the outset in order to procure instructional materials in advance. The coordinator is encouraged to reproduce his own transparencies, hand-outs and tests, utilizing sample materials contained herein.

If the ICT Coordinator presents high quality generally related instruction with a combined program of directly related material study and on-the-job training, the result should be an outstanding ICT program.

Dr. Lester Duenk, Professor
Vocational Industrial
Education
Virginia Polytechnic Institute
and State University
Blacksburg, Virginia

Robert P. Braden
ICT Coordinator
Groveton High School
Alexandria, Virginia

PREFACE

The primary purpose of this guide is to present certain basic sample lesson plans for ICT Coordinators. For new coordinators, this bulletin should serve as a functional guide. For those coordinators already engaged in teaching, this guide will offer suggestions for content and methods used in teaching generally related material in Industrial Cooperative Training.

This bulletin was developed during the 1972 and 1973 summer sessions on the campus of Virginia Polytechnic Institute and State University, Blacksburg, Virginia.

Special appreciation is given to the following participants for their contributions to this bulletin.

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OUTLINE OF INDUSTRIAL COOPERATIVE TRAINING I

This outline is intended to serve as a general guide for the ICT Coordinator. It includes a short preview of the material to be covered in each section of this guide. Included also is a suggested time schedule for teaching the material. This approximate time may vary somewhat and should not be construed as inflexible.

The sample lessons included in the guide are also intended to be a source of ideas. Again the precise lesson content will vary from program to program.

Approximate Time

FIRST SEMESTER

Unit

(1st Nine Weeks)

(1 week)

I. Introductions to the ICT Program

This unit will introduce the ICT student to the program and how it affects him and his community. VICA activities, goals of the club, and parliamentary procedure are discussed.

(2 weeks)

II. Pre-employment Information

A review of the labor laws affecting the ICT program is included in this unit. The review is intended to clarify Child Labor Laws, Wage-Hour Laws and Social Security, Workmens and Unemployment Compensation.

The student will be introduced to employment in the sections dealing with Sources of Employment, Job Application and Job Interview Procedures. Sample handouts on personal appearance and proper conduct during the interview are presented at the end of the unit.

(1 week)

III. Employer-Employee Relations

Factors which will help the student adjust to the employment situation are covered in this unit. Emphasis is placed on cooperation with co-workers and management.

OUTLINE (continued)

FIRST SEMESTER (continued) Approximate Time

Unit

IV. The Techniques of Learning (4 weeks)

Each student will be required to do independent study in the ICT program. In this unit, the basic techniques of studying and the writing of reports and essays are emphasized.

Included at the beginning of this unit is a presentation on the use of outside materials for independent study in the student's occupational choice. Proper use of a study guide, related study, use of instructional sheets, and the use of non-school materials for study purposes are discussed.

Review (1 week)

(2nd Nine Weeks)

V. On-The-Job Communications (2 weeks)

In this unit the student becomes acquainted with on-the-job communication. Students will review the correct procedure for writing a technical report and will also receive instruction in good public speaking and proper telephone usage. A lesson on good listening skills is included. Emphasis is placed on the student's work experience with special application to his school work.

VI. Income Tax (1 week)

A short presentation of the federal, state, and local tax structures and a lesson on filling out tax forms will serve as an introduction to taxes for the students. Students will receive aid in filling out their own tax forms.

Independent Related Study (Directed and Supervised by the Coordinator) (5 weeks)

Review and first semester exams (1 week)

OUTLINE (continued)

SECOND SEMESTER — Approximate Time

Unit

VII. You and the American Economy (3 weeks)

Lessons on determination of wages and prices are coupled with a lesson on the role of competition in industry, monopolies and their values, advantages and disadvantages. A final lesson on labor relations is intended to present the viewpoints of labor and management.

VIII. Money Management and Banking (1 week)

The purpose of this unit is to help students manage money wisely and to develop sound budgeting and banking habits. A lesson on checking accounts is included.

Independent Related Study (Directed and Supervised by the Coordinator) (5 weeks)

Review

IX. Employee Legal Rights and Responsibilities (1 week)

In this unit, lessons are presented which will help the student understand the basic terms of everyday civil law and to gain a familiarity with contracts.

X. Job Safety (3 weeks)

In this unit, the various aspects of job safety are discussed. Varied topics including accidents and their effects, material handling, factors causing injuries, prevention of injuries, and personal protective equipment are included.

Independent Related Study (Directed and Supervised by the Coordinator) (4 weeks)

Review and semester exam (1 week)

ICT - I

UNIT I

INTRODUCTION TO THE ICT PROGRAM

Lesson 1. Industrial Cooperative Training--A Program for the Student

Lesson 2. Vocational Industrial Clubs of America (VICA)--Your National Youth Club

Lesson 3. Parliamentary Procedure

Developed by
A. M. Brock
and
Frank Alvis

INSTRUCTOR'S LESSON PLAN
Generally Related Information

Unit I
Lesson 1

SUBJECT: Industrial Cooperative Training--A Program for the Student

OBJECTIVE: The ICT student will be able to write an essay on the local program and how it affects the student, the school and industry.

TEACHING AIDS: Overhead projector, slide projector.

MATERIALS: Transparencies, slides (made locally by the coordinator of students on the job), Student-Parent Agreement.

REFERENCES: Handbook for Coordinators of Industrial Cooperative Training in Virginia's Public Schools. January, 1971, Trade and Industrial Education Service, State Department of Education, Richmond, Va. 23216.

SPEAKER: Employer and/or former ICT student.

I. PREPARATION (of the learner)

Introduction

Industrial Cooperative Training is a part-time work training program in which qualified junior and senior students earn a wage while preparing for gainful employment at the entry level in the technical, trade, and health occupations of their choice. The ICT student attends school one-half of each day and receives work experience on the job the other half of the school day. Refer to Transparency I-1-1

Question

What does ICT mean to you?

II. PRESENTATION (of the information)

INSTRUCTIONAL TOPICS	KEY POINTS (things to remember to do or say)
A. Aims of the ICT Program 1. To prepare the students for gainful employment at the entry level in the occupation of his choice through work experience and related classroom instruction. 2. To develop a cooperative association among the students, the school, the coordinator, the employer and the community for the benefit of all.	Develop a discussion on each of the aims with the students. Refer to Transparency I-1-2
3. To provide information on the various occupations--the requirements and opportunities in each.	Show slides of ICT students on the job, stressing the various ICT occupations available in the community. 1. Technical 2. Trades 3. Health

INSTRUCTIONAL TOPICS	KEY POINTS (things to remember to do or say)
A. Aims of the ICT Program (continued) 4. Develop desirable attitudes a. Respect for and understanding of work and workers b. Mature and realistic concept of self	
B. Student's Responsibilities	
1. Adhere to the rules and regulations of the program and the school.	Refer to Transparency I-1-3 Hand out discuss student-parent agreement.
2. Desire to learn an occupation.	Refer to Hand-out I-1-4
3. Conduct yourself as a responsible student and employee.	Ask the student what school policies concern the ICT student in particular.
4. Maintain satisfactory work and attendance on the job and in school.	Mention a few: 1. Student parking 2. Early dismissal from school 3. Afternoon assemblies 4. Afternoon club meetings
C. Advantages of the ICT Program 1. Complete high school education. 2. Earn while you learn. 3. Receive realistic training in chosen occupation. 4. Classroom instruction in directly related subjects. 5. Gain experience. 6. School does not need to buy expensive equipment. 7. Variety of training can be offered. 8. Reduces employer's training costs. 9. Employer can develop and train employees.	Discuss each of the advantages of the ICT program Refer to Transparency I-1-5
D. Vocational Education Five areas of vocational education a. Agriculture education b. Home economics education c. Business education d. Distributive education e. Industrial education (ICT) (Examples of Trade Areas) Cosmetology Health occupations Auto mechanics Electronics Drafting Nursing	Briefly discuss each of the vocational offerings in your school. Describe other cooperative programs. Hand out and explain where ICT stands in the vocational picture. Refer to Hand-out I-1-6

III. APPLICATION

Question
What's in it for you, the student? How can ICT help you?

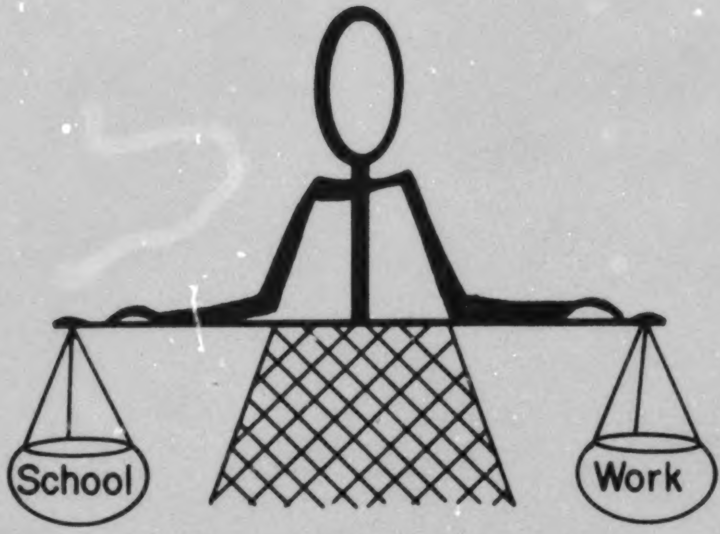
Outside speaker
Have an employer tell why he hired an ICT student. Have a former student tell how he was helped by ICT.

IV. TEST

Essay
Given the fact sheet, write an essay discussing the ICT program in relation to the student, the school and industry. Discuss the advantages of each.

SUGGESTED ACTIVITIES: Explain the ICT program to friends, parents and employer.

NEXT LESSON: Vocational Industrial Clubs of America (VICA)--Your National Youth Club

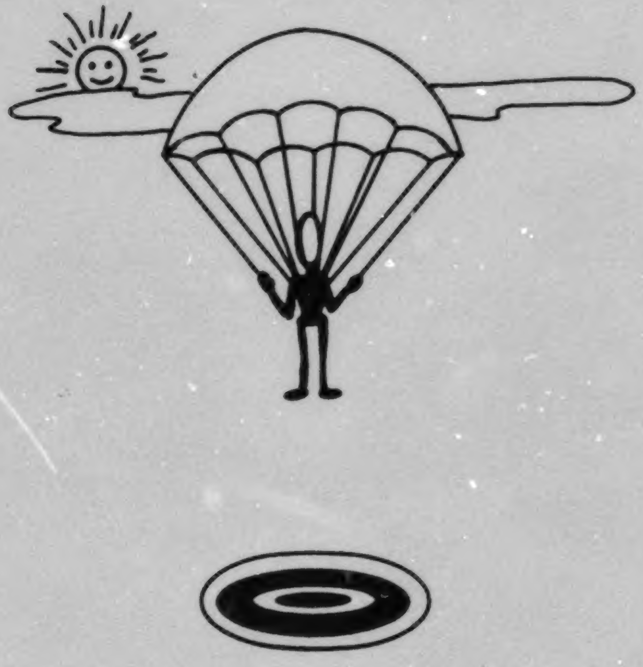


DEFINITION OF

I.C.T.

INDUSTRIAL COOPERATIVE TRAINING IS A FORM OF COOPERATIVE PART-TIME EDUCATION DESIGNED TO PROVIDE VOCATIONAL INDUSTRIAL TRAINING OPPORTUNITIES FOR HIGH SCHOOL JUNIORS AND SENIORS AT LEAST 16 YEARS OF AGE.

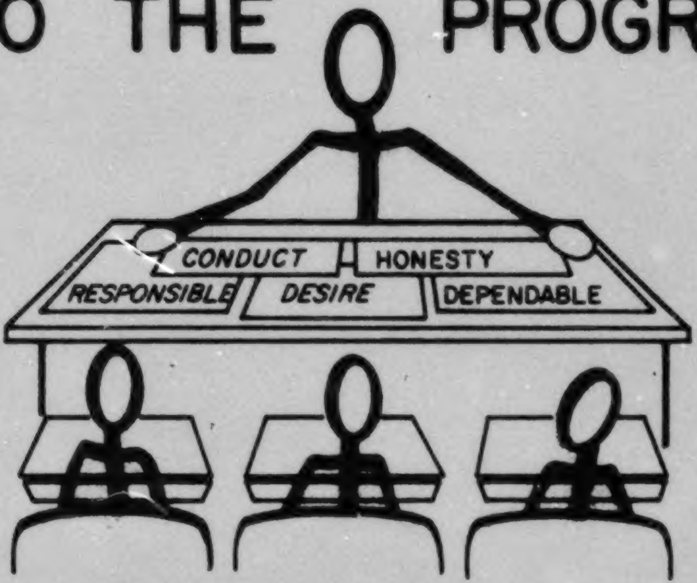
Transparency I-1-1



AIMS OF THE PROGRAM

1. THROUGH WORK EXPERIENCE AND RELATED STUDIES, VOCATIONAL TRADE AND INDUSTRIAL TRAINING OPPORTUNITIES ARE PROVIDED.
2. TO DEVELOP A COOPERATIVE ASSOCIATION BETWEEN THE STUDENT, SCHOOL, INDUSTRY AND COMMUNITY.
3. TO POINT OUT THE REQUIREMENTS AND OPPORTUNITIES IN THE VARIOUS OCCUPATIONS.
4. TO DEVELOP A PROPER SET OF VALUES.

STUDENTS' OBLIGATION TO THE PROGRAM


CONDUCT
HONESTY
RESPONSIBLE
DESIRE
DEPENDABLE

1. ABSOLUTE HONESTY.
2. PERFECT ATTENDANCE.
3. ACCEPT INSTRUCTION AND CRITICISM.
4. EARNEST DESIRE TO LEARN.
5. COOPERATIVE ATTITUDE.
6. RESPONSIBLE ATTITUDE.

Transparency I-1-3

STUDENT-PARENT AGREEMENT

THE INDUSTRIAL COOPERATIVE TRAINING PROGRAM

The Industrial Cooperative Training Program is planned to develop a student, academically, economically, and socially. In doing this, there are definite things which must be done. There are responsibilities which the student must fulfill and he should agree to cooperate in carrying them out to the fullest extent.

As condition for acceptance in the Industrial Cooperative Training Program, I therefore agree:

1. To be regular in attendance in school and on the job.
2. To be on time at school and on the job.
3. To notify my employer as soon as I know that I will be absent from work.
4. To notify the coordinator as early in the day as possible on days that I am absent from school.
5. If I am absent from school, I must also be absent from work on that day.
6. To carry out my training on the job in such a manner that I will reflect credit upon myself and upon the Industrial Cooperative Training Program.
7. To perform all my duties in a commendable manner and perform related study assignments with earnestness and sincerity.
8. To conduct myself in a satisfactory manner, both on the job and in the classroom, or my training may be discontinued and I may be removed from the program.
9. To know that if I am removed from the program due to failure either in the class instruction or work experience that I will receive a failing grade for the program and will lose both credits.
10. To attend any function the Industrial Cooperative Training class sponsors.
11. To pay all normal fees and charges necessary to pay for class activities, i.e., banquet, conferences, and field trips.
12. To make a concentrated effort to abide by all school rules and regulations, and thereby avoid detentions.
13. That while I am at work, I realize that I am in a school program and the appropriate school rules apply, i.e., no smoking on the job, etc.
14. To accept counseling and guidance from the coordinator as an aid to my personal improvement.

Date________________________School Year 19___-19___

Parent Signature____________________

Student Signature____________________

Hand-out I-1-4

ADVANTAGES OF THE *ICT* PROGRAM

COMPLETE HIGH SCHOOL EDUCATION.

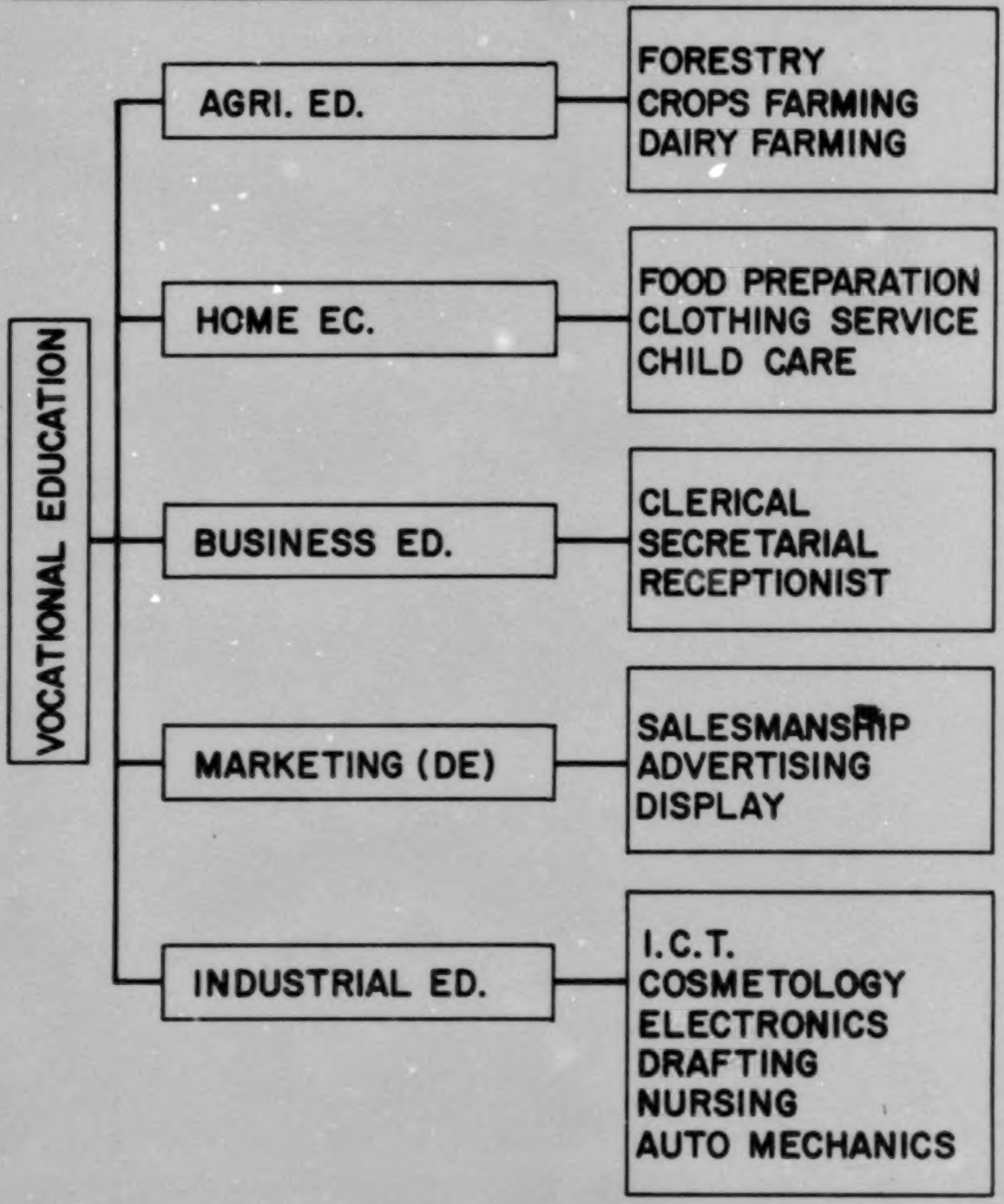
CLASSROOM INSTRUCTION IN TECHNICAL AND RELATED SUBJECTS.

PERMANENT EMPLOYMENT UPON GRADUATION.

EARN WHILE YOU LEARN.

Transparency I-1-5

WHERE DOES I.C.T. FIT INTO THE VOCATIONAL EDUCATION PICTURE?



- VOCATIONAL EDUCATION
  - AGRI. ED.
    - FORESTRY
    - CROPS FARMING
    - DAIRY FARMING
  - HOME EC.
    - FOOD PREPARATION
    - CLOTHING SERVICE
    - CHILD CARE
  - BUSINESS ED.
    - CLERICAL
    - SECRETARIAL
    - RECEPTIONIST
  - MARKETING (DE)
    - SALESMANSHIP
    - ADVERTISING
    - DISPLAY
  - INDUSTRIAL ED.
    - I.C.T.
    - COSMETOLOGY
    - ELECTRONICS
    - DRAFTING
    - NURSING
    - AUTO MECHANICS

Hand-out I-1-6

SUPPLEMENTAL
TEACHING MATERIALS FOR ICT
GENERALLY RELATED LESSONS

Unit I
Lesson 1

BOOKS

Mason and Hines, Cooperative Occupational Education. The Interstate Company, Danville, Illinois, 1965, $7.50.

BOOKLETS

Information Concerning Industrial Cooperative Training. Bulletin No. 4, The State Department of Education and the Department of Education, Virginia Polytechnic Institute and State University. Blacksburg, Virginia 24061

FILMS

The Apprentice. Describes Virginia's apprentice program. The coordinator should point out that in some trade areas ICT training will allow credit hours in our apprentice program. 10 minutes, 1955, State.

Diversified Occupations. Although this title is misleading, the film shows the general operation of an ICT program. 10 minutes, 1955, State.

I Never Went Back. Film relates that the dropout has little chance unless he has some training. 16 minutes, color, 1964, State.

PAMPHLETS

Facts About the ICT Program in Virginia. Trade and Industrial Education Service, State Department of Education, Richmond, Virginia 23216.

INSTRUCTOR'S LESSON PLAN
Generally Related Information

Unit I
Lesson 2

SUBJECT: Vocational Industrial Clubs of America (VICA)

OBJECTIVE: The student will be able to list the reasons for being in VICA, the activities of the club, and what is expected of him as a member.

TEACHING AIDS: Overhead projector, slide projector

MATERIALS: Transparencies, VICA ceremonial emblem, slides, and club scrapbook

REFERENCES: Leadership Handbook--Vocational Industrial Clubs of America. VICA, 105 North Virginia Avenue, Falls Church, Virginia 22046.

SPEAKER: Former VICA officer

I. PREPARATION (of the learner)

Question
- What is VICA?
- Why join VICA?
- Why have a VICA Club?

II. PRESENTATION (of the information)

INSTRUCTIONAL TOPICS	KEY POINTS (things to remember to do or say)
A. What is VICA? 1. Organization a. Their club b. T and I students 2. Goal 3. VICA pledge 4. VICA creed 5. VICA motto 6. VICA colors 7. VICA emblem	Refer to Transparency I-2-1, I-2-2, I-2-3, I-2-4, I-2-5, I-2-6, I-2-7, I-2-8 Let students practice the emblem ceremony and explain contest.
B. Who is VICA?	Hand out and have students read Refer to Hand out I-2-9
C. Purposes of VICA	Hand out and read to group Refer to Hand out I-2-10
D. Local Club Officers and Functions 1. President 2. Vice-President 3. Secretary 4. Treasurer 5. Reporter 6. Parliamentarian	Refer to Transparency I-2-11, I-2-12, I-2-13

II. PRESENTATION (continued)

INSTRUCTIONAL TOPICS	KEY POINTS (things to remember to do or say)
E. Club Activities	Refer to Transparency I-2-14
1. Civic a. Get the vote out b. Safety campaign	Make a bulletin board of activities in the classroom and assign certain students responsibility each month
2. Educational a. Guest speakers b. Visit industrial plants and local businesses	Show slides of previous activities such as: 1. Employer-employee banquet 2. Regional, state and national conventions 3. Emblem ceremony 4. Installation of officers 5. Other events
3. Social a. Employer-employee banquet b. Cookouts c. Dinner meetings	Invite former club president as speaker.
4. Contests	
5. Conventions	Refer to Transparency I-2-15 Tell where past conventions have been held Refer to Transparency I-2-16

III. APPLICATION

Invite former VICA officer to address class.
Start thinking of election of officers.
What kind of activities would you like to have?

IV. TEST

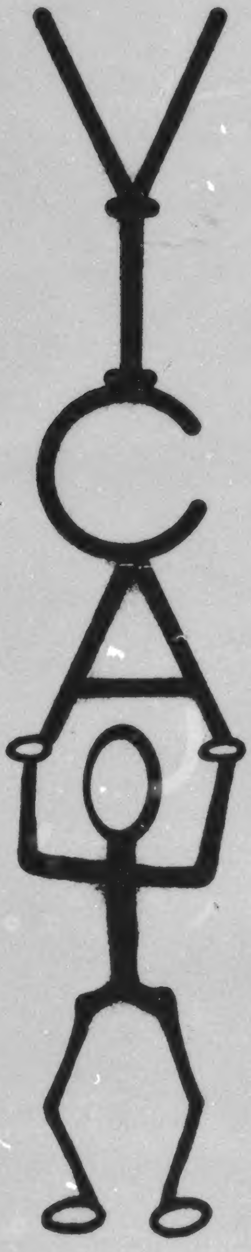
List 5 reasons for being in your VICA club.
List 6 activities of your club.
List 5 things that are expected of you as a VICA member.

SUGGESTED ACTIVITIES: Look at accomplishments of previous years--trophies, projects, scrapbook. Form committees for fund raising, social activities, public relations, community projects, etc.

NEXT LESSON: Parliamentary Procedure

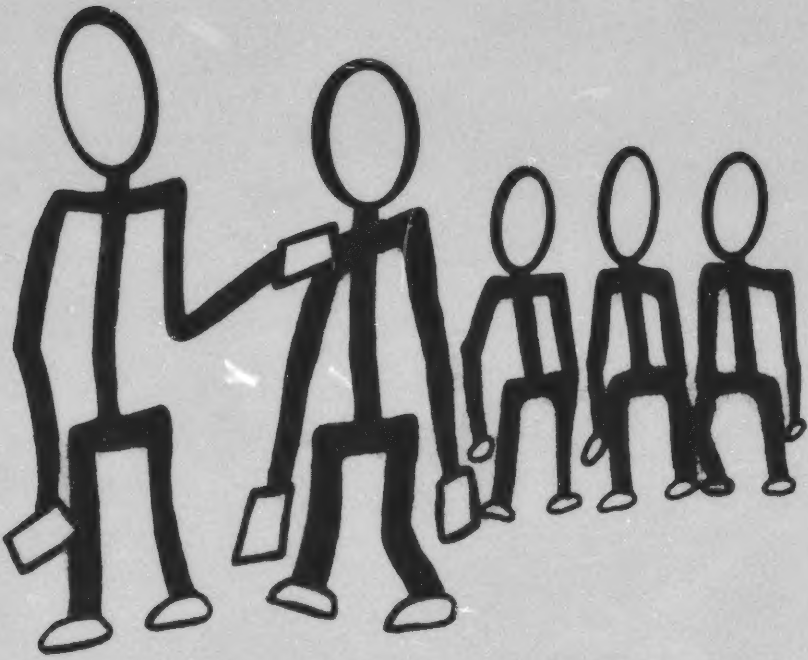
WHAT IS V.I.C.A.?

THE *VOCATIONAL INDUSTRIAL CLUBS OF AMERICA* IS A NATIONAL ORGANIZATION FOR YOUTH - BOYS AND GIRLS ENROLLED IN VOCATIONAL INDUSTRIAL EDUCATION PROGRAMS.



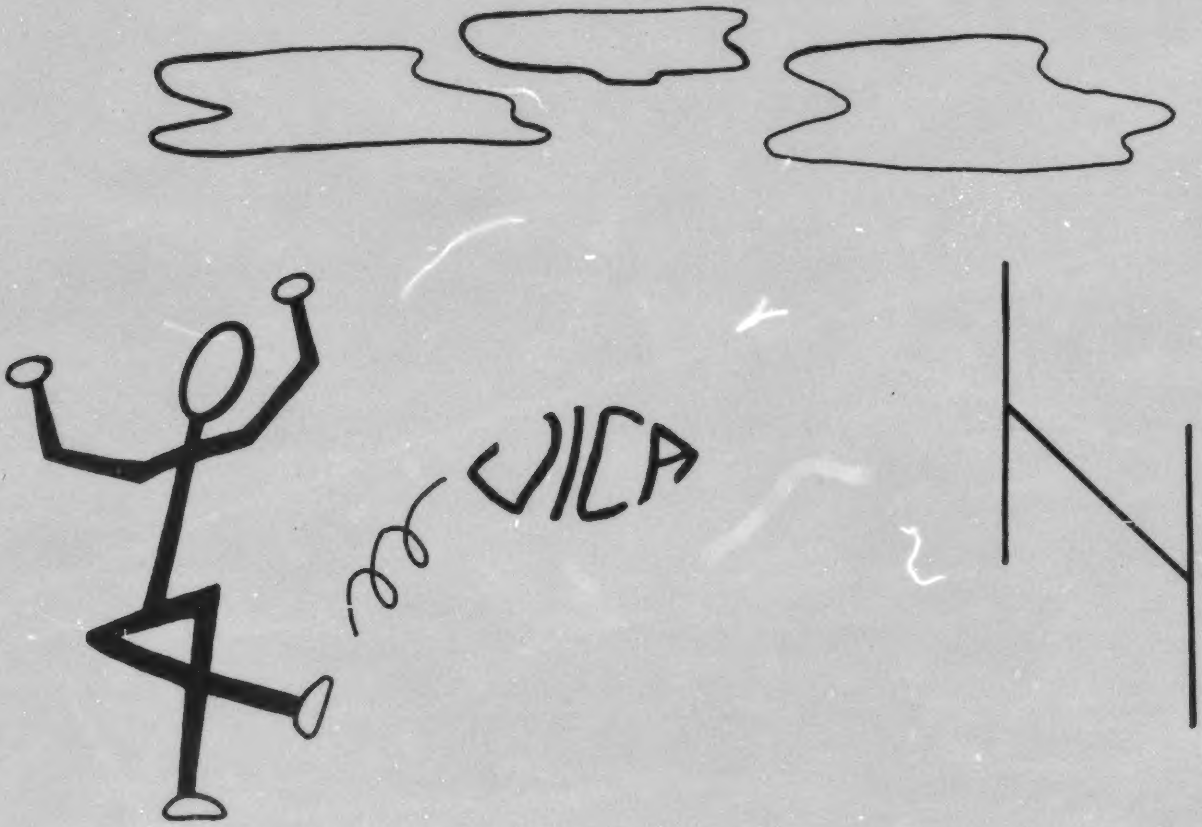
Transparency I-2-1

WHO MAY JOIN VICA?



ANY HIGH SCHOOL STUDENT ENROLLED FULL-TIME IN TRADE, INDUSTRIAL, TECHNICAL OR HEALTH EDUCATION CLASSES OR ANY POST SECONDARY STUDENT IN AREA VOCATIONAL SCHOOLS, JUNIOR OR COMMUNITY COLLEGE, TRADE, INDUSTRIAL, TECHNICAL OR HEALTH EDUCATION PROGRAMS MAY BECOME A MEMBER. MEMBERSHIP IS VOLUNTARY.

Transparency I-2-2



WHAT IS THE VICA GOAL ?

THE GOAL OF *VICA* IS TO HELP STUDENTS WITH INTERESTS IN THE TRADE, INDUSTRIAL, TECHNICAL OR HEALTH FIELDS BECOME HAPPY, MATURE AND PRODUCTIVE CITIZENS.

Transparency I-2-3

UPON MY HONOR, I PLEDGE

TO PREPARE MYSELF BY DILIGENT STUDY AND ARDENT PRACTICE TO BECOME A WORKER WHOSE SERVICES WILL BE RECOGNIZED AS HONORABLE BY MY EMPLOYER AND FELLOW WORKERS.

TO BASE MY EXPECTATIONS OF REWARD UPON THE SOLID FOUNDATION OF SERVICE.

TO HONOR AND RESPECT MY VOCATION IN SUCH A WAY AS TO BRING REPUTE TO MYSELF.

AND FURTHER, TO SPARE NO EFFORT IN UPHOLDING THE IDEALS OF THE VOCATIONAL INDUSTRIAL CLUBS OF AMERICA.

THE VICA PLEDGE

Transparency I-2-4

VICA CREED

I BELIEVE IN THE DIGNITY OF WORK.

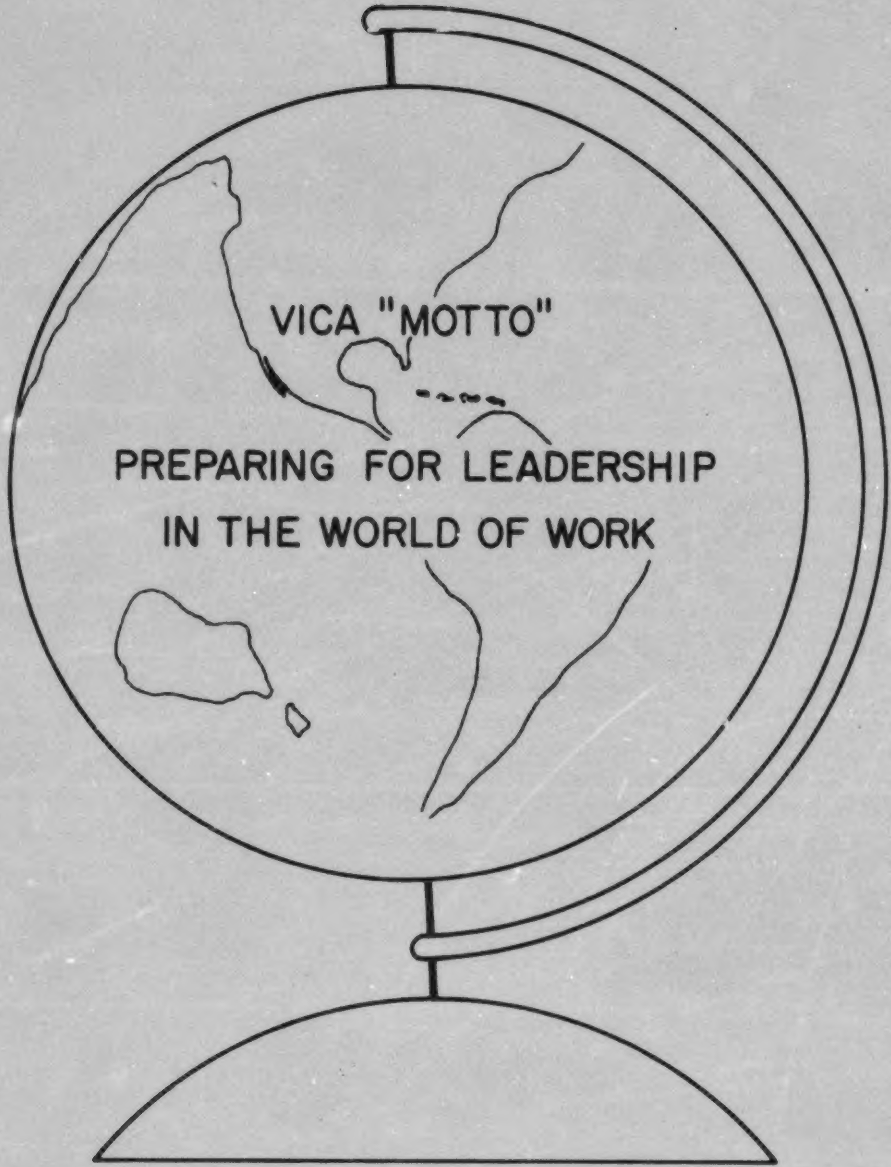
I BELIEVE IN THE AMERICAN WAY OF LIFE.

I BELIEVE IN EDUCATION.

I BELIEVE IN FAIR PLAY.

I BELIEVE SATISFACTION IS ACHIEVED BY GOOD WORK.

I BELIEVE IN HIGH MORAL AND SPIRITUAL STANDARDS.



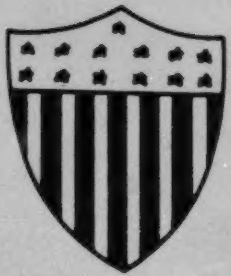
VICA "MOTTO"

PREPARING FOR LEADERSHIP
IN THE WORLD OF WORK

THE MEANING OF THE COLORS OF VICA

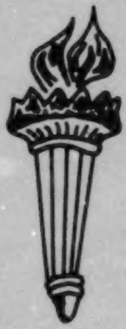
RED AND WHITE	REPRESENTS THE INDIVIDUAL STATES AND CLUBS.
BLUE	REPRESENTS THE COMMON UNION OF THE STATES AND OF THE CLUBS.
GOLD	REPRESENTS THE INDIVIDUAL, THE MOST IMPORTANT ELEMENT OF THE ORGANIZATION.

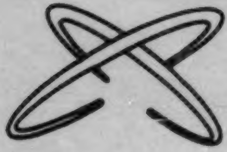
THE SYMBOLISM OF THE VICA EMBLEM



THE SHIELD REPRESENTS PATRIOTISM.

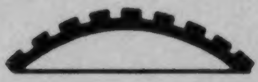
THE TORCH REPRESENTS KNOWLEDGE.

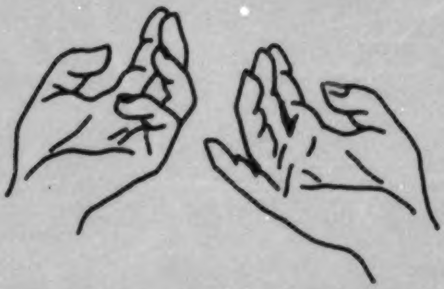




THE ORBITAL CIRCLES REPRESENTS TECHNOLOGY.

THE GEAR REPRESENTS THE INDUSTRIAL SOCIETY.





THE HANDS REPRESENT YOUTH.

Transparency I-2-8

WHO IS VICA ?

VICA IS THE YOUNGEST NATIONAL VOCATIONAL YOUTH ORGANIZATION AND POTENTIALLY THE LARGEST IN THE NATION. IT PRESENTLY HAS A POTENTIAL OF MORE THAN ONE MILLION MEMBERS. WITH THE EMPHASIS NOW ON TRADE AND INDUSTRIAL EDUCATION. IT IS PREDICTED THAT VICA WILL HAVE ONE MILLION MEMBERS BY 1975.

?

? ?

?

Hand-out I-2-9

VOCATIONAL INDUSTRIAL CLUBS OF AMERICA

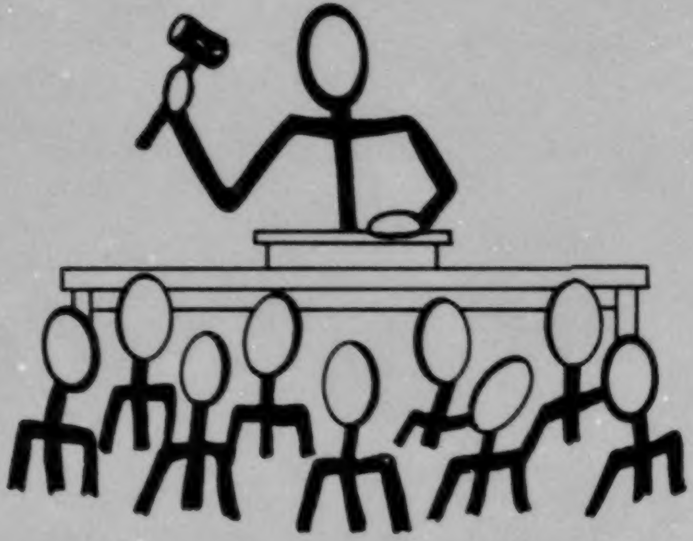
PURPOSES

- To unite in a common bond all students enrolled in vocational industrial education.
- To develop leadership abilities through participation in educational, vocational, civic, recreational, and social activities.
- To foster a deep respect for the DIGNITY OF WORK.
- To assist students in establishing realistic vocational goals.
- To help students attain a purposeful life.
- To create enthusiasm for learning.
- To promote high standards in trade ethics, workmanship, scholarship, and safety.
- To develop the abili[illegible] of students to plan together, organize and carry out worthy activities and projects through use of the democratic process.
- To foster a wholesome understanding of the functions of labor and management organizations and a recognition of their mutual interdependence.
- To create among students, faculty members, patrons of the school and persons in business and industry a sincere interest in and esteem for vocational industrial education.
- To develop patriotism through a knowledge of our Nation's heritage and the practice of DEMOCRACY.

A NATIONAL YOUTH ORGANIZATION FOR VOCATIONAL INDUSTRIAL STUDENTS

Hand-out I-2-10

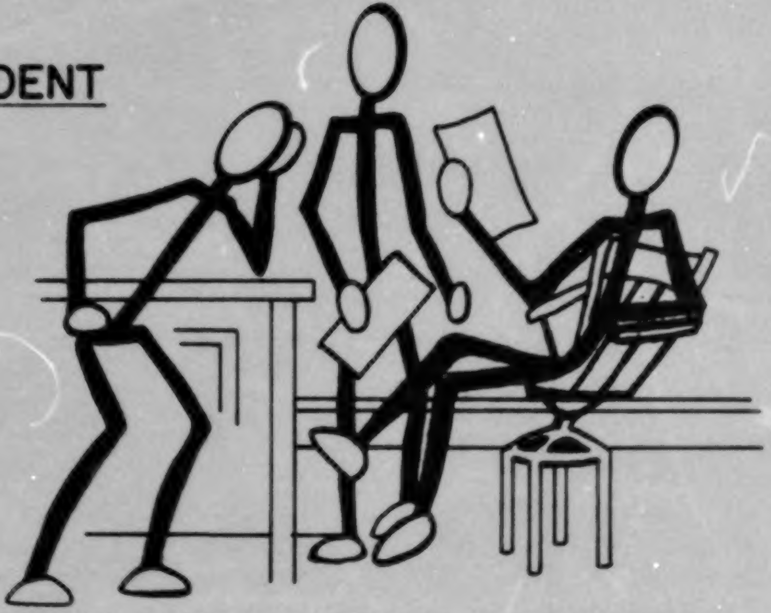
LOCAL CLUB OFFICERS AND THEIR DUTIES



PRESIDENT

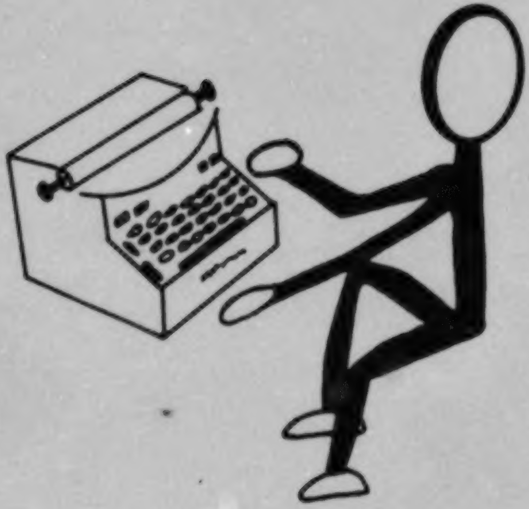
PRESIDES OVER ALL MEETINGS.

VICE PRESIDENT



ASSISTS THE PRESIDENT AND MUST BE PREPARED TO ASSUME THE OFFICE OF PRESIDENT.

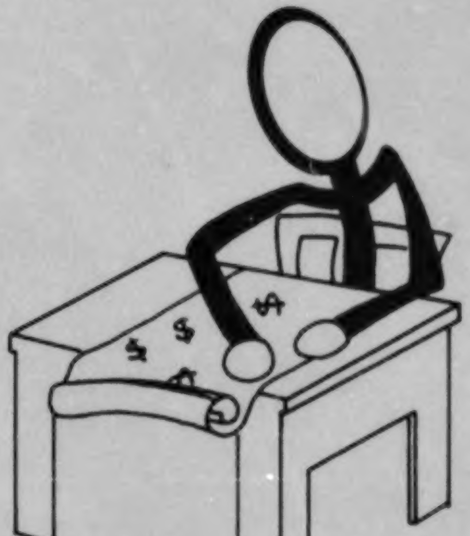
SECRETARY

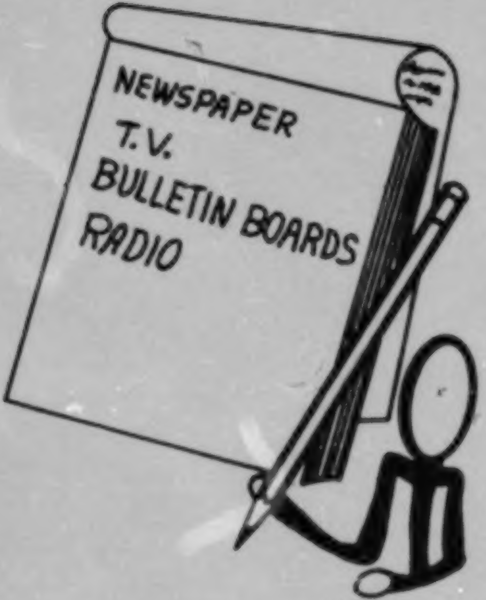


CUSTODIAN OF ALL RECORDS OF THE CLUB.

TREASURER

BANKER AND CUSTODIAN OF THE CLUB FUNDS.

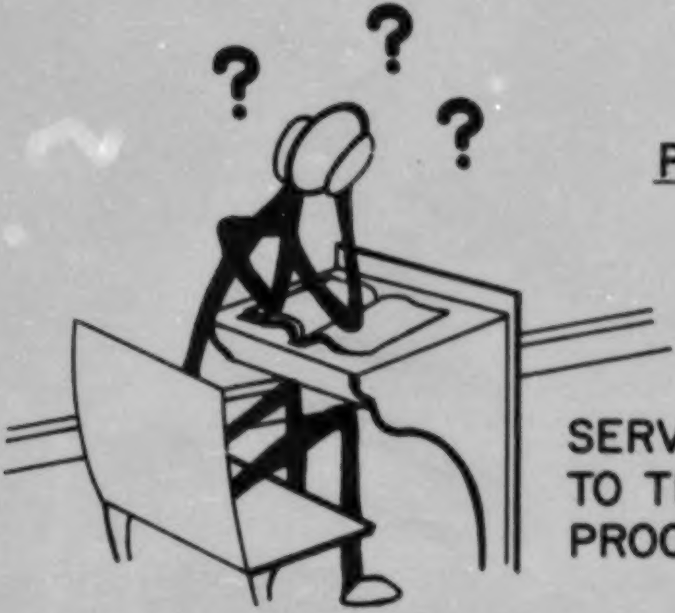



NEWSPAPER
T.V.
BULLETIN BOARDS
RADIO

REPORTER

TO HANDLE THE PUBLICITY FOR THE CLUB.

MUST ESTABLISH A GOOD RELATIONSHIP WITH ALL OF THE NEWS MEDIA.



PARLIAMENTARIAN

SERVES AS A CONSULTANT TO THE PRESIDENT ON PROCEDURAL MATTERS.

Transparency I-2-13

CLUB ACTIVITIES

CIVIC

- SAFETY CAMPAIGNS
- NEEDY FAMILY PROJECT
- "GET-OUT-THE-VOTE" PROJECT

EDUCATIONAL

- VISITS TO INDUSTRIAL PLANTS
- GUEST SPEAKERS
- "CAREERS IN INDUSTRY" PROGRAM

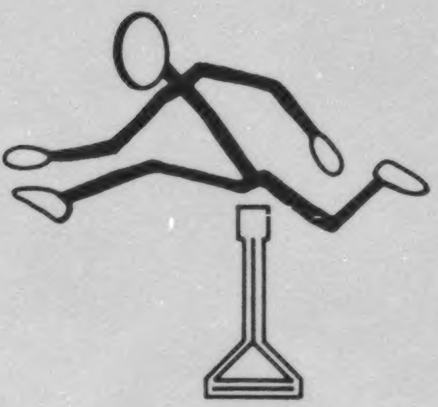
SOCIAL

- EMPLOYER-EMPLOYEE BANQUET
- SKATING PARTY
- COOKOUT

Transparency I-2-14

VICA

CONTEST

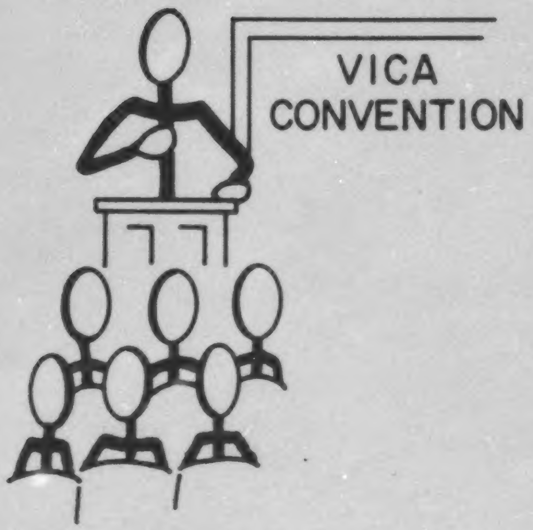


1. BRICKLAYING
2. CLUB ESSAY
3. CLUB SCRAPBOOK
4. COSMETOLOGY
5. DRAFTING
6. PUBLIC SPEAKING
7. WELDING
8. ELECTRONICS
9. JOB INTERVIEW
10. CURRENT EVENTS
11. TALENT
12. VICA STUDENT OF THE YEAR

AND MANY, MANY OTHERS.

Transparency I-2-15

CONVENTIONS


VICA CONVENTION

NATIONAL

STATE

DISTRICT

SUPPLEMENTAL
TEACHING MATERIALS FOR ICT
GENERALLY RELATED LESSONS

Unit I
Lesson 2

BOOKLETS

Official Guide, VICA. National VICA, 105 North Virginia Avenue, Falls Church, Virginia 22046, $1.00.

A Statement of Philosophy VICA. National VICA, 105 North Virginia Avenue, Falls Church, Virginia 22046, $1.00.

Publicity Handbook, A Guide for Publicity Chairman. The Sperry and Hutchinson Company, Consumer Relations, 3003 East Kimper Road, Cincinnati, Ohio 45241.

FILMS

Developing Leadership. Qualities for Leadership, 10 minutes, black and white, 1949, State.

High School - Your Challenge. This film emphasizes the future importance of a high school education and the advantage in taking part in extra curricular activities. 13 minutes, black and white, 1952, State.

How to Lose What We Have. Responsibilities of Leadership, 11 minutes, 1951, State.

PAMPHLETS

Vocational Industrial Clubs of America. VICA, 105 North Virginia Avenue, Falls Church, Virginia 22046

SLIDES

The VICA Story. 30 color slides in plastic case and narrative script. $6.50 (with tape $8.00), VICA Publications Department, 105 North Virginia Avenue, Falls Church, Virginia 22046.

LISTENING TAPES

They're Talking. Comments by national leaders such as Hubert Humphrey and George Meany about VICA, young people and jobs. VICA, single copies $2.50 each, 20 or more copies $1.50 each.

INSTRUCTOR'S LESSON PLAN
Generally Related Information

Unit I
Lesson 3

SUBJECT: Parliamentary Procedure

OBJECTIVE: ICT students, by groups, will be expected to both conduct and participate in a meeting while using the proper terminology and procedure.

TEACHING AIDS: Projector (16 mm), Hand outs

MATERIALS: Film, "Parliamentary Procedure", State, 1952 (or most recent).
"Simplifying Parliamentary Procedure", Publication 344, Extension Division, Virginia Polytechnic Institute and State University, Blacksburg, Virginia.
"Making Meetings Effective", Publication 167, Virginia Polytechnic Institute and State University, Blacksburg, Virginia.

REFERENCES: Succeeding in the World of Work. 1970, McKnight and McKnight Publishing Company, Bloomington, Illinois.

I. PREPARATION (of the learner)

Parliamentary procedure serves several useful purposes:
1. Assures an orderly meeting.
2. Determines the consensus of members on any issue.
3. Strengthens group solidarity.
4. Economizes on time.

II. PRESENTATION (of the information)

INSTRUCTIONAL TOPICS	KEY POINTS (things to remember to do or say)
A. Parliamentary Procedure in Action	Show film, "Parliamentary Procedure", and discussion after film
1. Order of business	
a. Call to order	
b. Officers' reports	
c. Committee reports	
d. Unfinished business	
e. New business	
f. Adjournment	
2. Terminology	Refer to Hand out I-3-1
a. Agenda	Refer to booklet "Simplifying Parliamentary Procedure"
b. Quorum	
c. Amendment	
d. "I move the previous question"	
e. "I rise to a point of order"	
f. Sidetracking motions	
g. Committee of the whole	
h. Acclamation vote	
i. Ad Hoc committee	
j. Standing committee	
k. Others	
B. Constitution	Read excerpts from your local constitutio and by-laws

II. PRESENTATION (continued)

INSTRUCTIONAL TOPICS	KEY POINTS (things to remember to do or say)
C. By-Laws	Explain the need of revising each year
D. Motions 1. Privilege 2. Subsidiary 3. Incidential 4. Main	Hand out and explain the motions used in parliamentary procedure Refer to Hand out I-3-2

III. APPLICATION

Role play. Rotate students among various duties. Create parliamentary procedure problems and solve.

Discuss when students would use parliamentary procedure i.e., VICA meetings, local political meetings, local civic meetings.

IV. TEST

In outline form, students will list the procedure and proper order of business, including the making, discussion and amending the motions.

SUGGESTED ACTIVITIES:

Take VICA members to a local political meeting. Observe parliamentary procedure in action.

Participate in local VICA meetings.

NEXT LESSON: Pre-employment Information

EXPLANATION OF TERMINOLOGY MOST COMMONLY USED IN PARLIAMENTARY PROCEDURE

A Quorum (Enough members present)

In order to hold a meeting, a quorum of members must be present. The number of individuals that constitutes a quorum depends entirely upon the individual organization. A quorum does not need to be a majority of members.

Agenda (Things to be done)

Before the business meeting, the officers should have prepared an agenda which outlines the order of business to be considered. This is desirable in order to make sure that the most important matters are considered first.

Amendment (To a motion)

When an amendment to a motion is proposed, it, too, must be seconded before it can be discussed. The amendment is then voted on by itself and, if accepted, it is included in the original motion. Any number of other amendments to the original motion may be proposed, but only one amendment to an amendment may be made.

I Move The Previous Question

Whenever a member wishes to end discussion on a motion and take a vote on it, he may say, "I move the previous question." This motion must be seconded. The chairman then may ask, "Shall the previous question be put? All in favor say, "Aye." Should the "ayes have it," the motion is then voted upon.

I Rise To a Point of Order

A person who feels that a speaker's remarks are not related to the question under consideration may secure recognition from the chairman to say, "Mr. Chairman, I rise to a point of order." The chairman should ask him to state his point. The person may say, "Mr. J's remarks are not related to the business under consideration." It is up to the chairman to decide whether or not the point is well made.

Sidetracking Motions

For various reasons, it may be desirable not to take final action on a motion. The following are solutions:

1. That the motion be postponed to a later date.
2. That the motion be referred to a committee for further study.
3. That the motion be tabled.

Acclamation Vote

A vote by voice. All in favor indicate by saying "aye."

Hand out I-3-1

PARLIAMENTARY PROCEDURE

Classification and Kinds of Motions

I. Motions are divided thus:
   A. Main motion
   B. Privileged
   C. Subsidiary
   D. Incidential
   E. Unclassified or Miscellaneous

II. Explanation of the Classes of Motions
   A. A main motion may be regarded as the material upon which the member or student is going to work.
   B. The subsidiary motions are the main tools to work with.
   C. The incidential motions are the secondary tools.
   D. The privileged motions deal with emergency matters.

III. The motions under each classification are as follows:
   A. Subsidiary Motions
      1. Lay a question on the table
      2. The previous question
      3. Limit or extend debates
      4. Postpone definitely or indefinitely.
      5. Commit or recommit
      6. Amend a motion
   B. Incidential Motions
      1. Rise to a point of order
      2. Appeal from a decision of the chair
      3. Suspension of the rules
      4. Division of the assembly
      5. Motions relating to nominations
      6. Objection to consideration
      7. Division of a question
      8. Motions pertaining to voting
      9. Requests growing out of pending business
   C. Privileged Motions
      1. To fix the time to which to adjourn
      2. To adjourn
      3. To take a recess
      4. Raise a question of privilege
      5. Call for order of the day
   D. Unclassified
      1. Take from the table
      2. To reconsider
      3. To rescind
      4. To expunge
      5. To ratify

Hand out I-3-2

SUPPLEMENTAL
TEACHING MATERIALS FOR ICT
GENERALLY RELATED LESSONS

Unit I
Lesson 3

BOOKS

Robert's Rules of Order. Scott Foresman and Company, New York, New York 10001.

BOOKLETS

A Guide to Parliamentary Procedure. Interstate Printers and Publishers, Inc., 1527 North Jackson Street, Danville, Illinois 61843.

The How of Parliamentary Procedure. Interstate Printers and Publishers, Inc., 1527 North Jackson Street, Danville, Illinois 61843.

A Primer of Parliamentary Procedure. National Board, YMCA, Bureau of Communications, 600 Lexington Avenue, New York, New York 10022.

Simplified Parliamentary Procedure. Overseas Educational Fund of the League of Women Voters, 1220 17th Street, N. W., Washington, D. C. 20036.

FILMS

Parliamentary Procedure. This film can be used in the introduction of the student to the type of procedure expected in local VICA meetings. Film shows the type of procedure used in civic meetings. 11 minutes, 1952, State.

Room for Discussion. Emphasizes that discussion is the privilege and responsibility of all citizens living in a democracy. 25 minutes, 1952, State.

Speech - Conducting a Meeting. Demonstrates the basic procedure of parliamentary procedures. 10 minutes, 1952, State.

ICT - I

UNIT II

PRE-EMPLOYMENT INFORMATION

Lesson 1. Child Labor Laws
Lesson 2. Wage-Hour Laws
Lesson 3. Social Security, Worker's Compensation and Unemployment Compensation
Lesson 4. Sources of Employment
Lesson 5. Job Application Procedure
Lesson 6. The Job Interview

Developed by
Edward L. Davis, Jr.
and
James Edwards

INSTRUCTOR'S LESSON PLAN
Generally Related Information

Unit II
Lesson 1

SUBJECT: Child Labor Laws

OBJECTIVE: The student will be able to list the procedure for obtaining a work permit and actually obtain one.

TEACHING AIDS: Blackboard, overhead projector, opaque projector

MATERIALS: Hand outs, notebook, transparency, pretest, booklets: Excerpts of Virginia Labor Laws. Virginia Department of Labor and Industry, Box 1814, Richmond, Virginia 23214 and A Guide to Child Labor Provisions of the Fair Labor Standards Act. U. S. Department of Labor, Wage and Hour Public Contracts Division, Washington, D. C. 20210.

REFERENCES: Succeeding in the World of Work. McKnight and McKnight Publishing Company, 1970, Bloomington, Illinois

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I. PREPARATION (of the learner)

Introduction (Refer to Pretest II-1-1)

Sam who is 16, works part-time at his uncle's saw mill. One afternoon while using the saw, he severed several of his fingers. Upon investigation by the local Labor Department, it was discovered that Sam was not legally employed, and working in a saw mill is considered a hazardous occupation.

In what way could this accident have been avoided?

II. PRESENTATION (of the information)

INSTRUCTIONAL TOPICS	KEY POINTS (things to remember to do or say)
A. What is child labor? 1. 16 years is considered minimum age for employment.	STRESS: Child labor is any employment under 18 years of age.
2. At 16, may be employed in any occupation other than a non-agricultural occupation declared hazardous by the Department of Labor.	POINT OUT: Advantages of early employment to the student learner. 1. Gainful employment after graduation. 2. Knowledge in a certain vocational field.
B. What is a hazardous occupation? One that can be detrimental to the student's health and well-being. a. Explosives b. Coal mining c. Logging operations d. Radioactive materials	Refer to A Guide to Child Labor Provisions of the Fair Labor Act. List on board the 17 hazardous occupations identified by the Department of Labor. Emphasize the 7 occupations which student learners may obtain exemptions for. Specify employment conditions for exemptions.

II. PRESENTATION (continued)

INSTRUCTIONAL TOPICS	KEY POINTS (things to remember to do or say)
C. Who determines what is a hazardous occupation? Department of Labor a. Sends out investigators. b. Studies the actual job. c. Reports findings.	Emphasize that information is based on safety statistics. Ask: Why is it important for you to know about hazardous occupations?
D. Exemptions to Child Labor Laws. 1. Children employed by parents in agriculture or non-agriculture not deemed hazardous. 2. Children acting as actors or performers. 3. Newspaper carriers.	Ask: How many have been involved in jobs exempt from Labor Laws? Use opaque projector to show page 1 of *Excerpts of Virginia, Labor Laws*.
E. Work Permits 1. Forms for work permit a. Parental permission b. Employer's intent to employ c. Physician's examination d. Birth certificate 2. Types of work permits a. General b. Hazardous c. Special	Refer to Hand out II-1-2; explain procedure for obtaining work permit. Refer to Hand out II-1-3, work permit form. Ask: How many have obtained work permits? STRESS: Types of work permits to be used in Industrial Cooperative Training.

III. APPLICATION

A. Form students into groups and discuss pros and cons of Child Labor Laws.
B. Discuss actual cases concerning Child Labor Laws.

IV. TEST

Have students list procedure for obtaining work permit.

SUGGESTED ACTIVITIES:

A. Tour of industry or trade involving hazardous occupations.
B. Have students list hazardous occupational jobs and non-hazardous occupational jobs.
C. Reading: *Succeeding in the World of Work*. McKnight and McKnight Publishing Company, pages 417-454.

NEXT LESSON: Wage-Hour Laws

OPTIONAL PRETEST

1. Every student learner under 18 years of age must have a work permit.

2. Legal employment means having a work permit.

3. Two kinds of work permits are general and hazardous.

4. A hazardous occupation is one that can be detrimental to the student's health and well-being.

5. Student learners are protected by both federal and state laws.

PROCEDURE FOR OBTAINING A WORK PERMIT

A work permit is a legal document and should not be issued unless the minor's occupation and hours of work are legal for his or her age at the time of issuance. It should bear no erasures or discrepancies.

Minors may apply to their local issuing officer (in the area where they will be working) for the forms necessary for the issuance of the work permit. These are:

1. Intention to Employ. This is to be completed by the employer and sets forth the number of hours per day and days per week and the allotted meal or rest period for the minor.

2. Permission for Employment. This is to be completed by the parent giving his permission for the minor to work in the stated job. Minors 12 to 16 years of age must be accompanied by parent or guardian.

3. Physician's Certificate of Physical Fitness.
   a. This must be completed by the examining doctor. If the local authorities do not have the facilities for physicians' examinations, certificate may be completed by the family physician. This form certifies that the minor can physically perform this specific job.
   b. This examination must be made no more than 30 days before permit is issued.
   c. When work is similar, although for a different employer, it will not be necessary to obtain an additional physical fitness examination.
   d. This form is valid for two years unless the physical requirements of subsequent employment substantially increase.

These three forms, when completed, should be taken to the issuing officer along with permissible evidence of age, such as:

1. Birth certificate or transcript thereof issued by registrar of vital statistics.
2. Bible or baptismal record.
3. Insurance policy at least one year old.
4. Passport.
5. School record.

Hand out II-1-2

THIS IS NOT AN EMPLOYMENT CERTIFICATE
PERMISSION FOR EMPLOYMENT
(In accordance with Section 40.1-92, Code of Virginia)

Boys 12 to 16 and Girls 14 to 16 years of age:

I have personally appeared before the Issuing Officer and give my consent for

____
(Name of minor)

to be employed at ________________________________
(Name and address of place of employment)

Date ________________ Signature ________________
(Parent or Guardian)

Boys and Girls 16 and 17 years of age:

This will serve the Issuing Officer notice that I give my consent for ________________
(Name of minor)

________________ to be employed at ________________________________
(Name and address of place of employment)

Date ________________ Signature ________________
(Parent or Guardian)

COMMONWEALTH OF VIRGINIA
DEPARTMENT OF LABOR AND INDUSTRY
RICHMOND, VIRGINIA

Commonwealth of Virginia
Department of Labor and Industry
Richmond, Virginia

INTENTION TO EMPLOY

I)
We) intend to employ ________________________________ Age ________

As ________________________________
(exact nature of work)

when he presents an employment certificate duly signed; hours of employment not to exceed 8 hours per day or 40 hours per week. He will have at least a 30-minute rest or meal period no later than after 5 consecutive hours of work. I agree to comply with all provisions of Section 40.1-80, Code of Virginia, as set forth on reverse side of this form.

________________ 19____ ________________________
(Date) (Signature of employer or agent)

Name of Firm ________________________________

Address ________________________________

NOTE: This card must be presented by the minor to the issuing officer, along with parent's permission form and certificate of physical fitness form and proof of age before an employment certificate will be granted.

(OVER)

THIS IS NOT AN EMPLOYMENT CERTIFICATE

PHYSICIAN'S CERTIFICATE OF PHYSICAL FITNESS
For minors 12 to 18 years of Age in Accordance with Section 40.1-95 of the Code of Virginia

Name of Applicant ________________ Address ________________

Parent or Guardian ________________ Address ________________

Col. _____ Sex _____

Height ________

Weight ________

TO DOCTOR: Child must be 56'' in height and weigh 80 pounds to be certified as having reached the physical age of 14; and must be 57'' in height and weigh 85 pounds to be certified as having reached the physical age of 16.

Nutrition ________________

Skin ________________

Glands ________________

Eyes R ________ L ________

Teeth ________________

Nose & Throat ________________

Ears R ________ L ________

Heart ________________

Lungs ________________

Deformities ________________

____

Nervous System ________________

____

General Health ________________

____

____

over

THIS IS NOT AN EMPLOYMENT CERTIFICATE.

SUPPLEMENTAL
TEACHING MATERIALS FOR ICT
GENERALLY RELATED LESSONS

Unit II
Lesson 1

BOOKS

Fairchild, Edwin, Labor and The Industrial Revolution. London: G. Allen and Unwin Ltd., 1963.

PAMPHLETS

Handbook for Young Workers. Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402.

INSTRUCTOR'S LESSON PLAN
Generally Related Information

Unit II
Lesson 2

SUBJECT: Wage-Hour Laws

OBJECTIVE: The student will be able to define terms used in wage-hour laws. Given a wage problem involving an employer engaged in interstate commerce, the student will provide the correct solution.

TEACHING AIDS: Blackboard, opaque projector

MATERIALS: Pretest, student notebooks, booklet: Handy Reference Guide to the Fair Labor Standards Act. U. S. Department of Labor, Wage and Hour and Public Contracts Division, Washington, D. C. 20210.

REFERENCES: Handbook for Young Workers. Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402.

SPEAKER: Local representative of the Department of Labor.

I. PREPARATION (of the learner)

Introduction (Refer to Pretest II-2-1)

Bill is employed as a truck driver for the Lane Company in Altavista, Virginia. He transports furniture from Altavista, Virginia to High Point, North Carolina. Would he be entitled to the Federal Minimum Wage?

II. PRESENTATION (of the information)

INSTRUCTIONAL TOPICS	KEY POINTS (things to remember to do or say)
A. Definition of: 1. Interstate Commerce 2. Work week 3. Tips 4. Overtime 5. Hours worked 6. Enterprise 7. Student-Learner certificate 8. Fair Labor Standards Act	Have students go to the board and define terms.
B. Who is covered by the law? 1. Employees engaged in interstate or foreign commerce. 2. Employees engaged in the production of goods for interstate or foreign commerce.	Point out legal number of hours a student learner may work. 1. 8 hours in any one day. 2. 6 days in any one week. 3. 40 hours in any one week.
3. Other specific enterprise as defined by the Fair Labor Standards Act.	Ask: Which local establishments are covered by the Fair Labor Standards Act? Which ones are not?
4. Equal coverage for men and women.	Refer to Handy Reference Guide to the Fair Labor Standards Act. Use opaque projector to illustrate pp. 3, 4, 5.

II. PRESENTATION (continued)

INSTRUCTIONAL TOPICS	KEY POINTS (things to remember to do or say)
C. Overtime Provisions After 40 hours, must be paid time and a half for these hours.	Place the following problem on the board: Assume that you are employed by the C & P Telephone Company, who is engaged in interstate and foreign commerce, and your hourly wage is $1.60. If you work a regular work week what would your earnings be? If you worked 48 hours in a work week, what should your earnings be?
D. Exemptions from Minimum Wage and Overtime Provisions 1. Administrative workers, professional and executive employees 2. Student-Learners 3. Other defined cases	Explain sub-minimum wage requirements.
E. Enforcement of the Laws Wage and Hour and Public Contracts Division of U. S. Labor Department.	Refer to Handy Reference Guide to the Fair Labor Standards Act. Use opaque projector to illustrate page 13, procedure for recovery of back pay.

III. APPLICATION (drills, illustrations, questions)

A. Students tell about their classification on the job, if they are employed.
B. Cite cases of industries involved in hour-wage laws.

IV. TEST

Give wage problem with overtime and define 8 wage-hour terms.

SUGGESTED ACTIVITIES

A. Discuss the pros and cons of having minimum wage guidelines.
B. Bring in local representative of the Department of Labor.

NEXT LESSON: Social Security, Workman's Compensation and Unemployment Compensation.

OPTIONAL PRETEST

1. What are some provisions of the Fair Labor Standards Act?
2. Does Virginia have a minimum wage law?
3. What is the Federal Minimum Wage?
4. What is meant by overtime pay?
5. Which federal department enforces the Fair Labor Standards Act?

SUPPLEMENTAL
TEACHING MATERIALS FOR ICT
GENERALLY RELATED LESSONS

Unit II
Lesson 2

BOOKLETS

Fair Labor Standards Act of 1938 (as amended - hour worked). U. S. Department of Labor, Wage and Hour and Public Contracts Division, Washington, D. C. 20210.

Hourly References Guide. U. S. Department of Labor, Wage, and Public Contracts Division, Washington, D. C. 20210.

An Important Message for Job Seekers. Michigan State Employment Service, 620 North Capital Avenue, Lansing, Michigan 48933.

Records to be Kept by Employers. U. S. Department of Labor, Wage and Hour and Public Contracts Division, Washington, D. C. 20210.

A Teacher's Guide to Credit Unions. Cons-International, Inc., Box 431, Madison, Wisconsin 53701 or Box 800, Toronto 18, Ontario.

It's Easy to Hire Teenagers. U. S. Department of Labor, Wage and Hour and Public Contracts Division, Washington, D. C. 20210.

Equal Pay. U. S. Department of Labor, Wage and Hour and Public Contract Division, Washington, D. C. 20210.

INSTRUCTOR'S LESSON PLAN

Generally Related Information

Unit II
Lesson 3

SUBJECT: Social Security, Workman's Compensation and Unemployment Compensation

OBJECTIVE: The student will be able to define the terms related to Social Security, Workman's Compensation and Unemployment Compensation.

TEACHING AIDS: Blackboard, 16 mm projector, overhead projector

MATERIALS: Pretest, student notebooks, transparency, and film: Social Security, Workman's Compensation and Unemployment Compensation. 1962, Local Social Security Administration Office.

REFERENCES: Succeeding in the World of Work. McKnight and McKnight Publishing Company, Bloomington, Illinois 61701.
Your Social Security. U. S. Department of Health, Education and Welfare, Social Security Administration, Washington, D. C. 20402.
Unemployment Insurance in Virginia. Virginia Employment Commission, Richmond, Virginia 23219.

SPEAKER: Local representative of the Social Security Office.

I. PREPARATION (of the learner)

Introduction (Refer to Pretest II-3-1)

Do you have a social security card? If so, what does it mean to you in your present work?

How will it affect you in the future?

II. PRESENTATION (of the information)

INSTRUCTIONAL TOPICS	KEY POINTS (things to remember to do or say)
A. What is social security. 1. A compulsory retirement plan. 2. Paid for by both employer and employee. 3. Paid upon retirement to worker by the government at stipulated rates, governed by the amount of income earned.	Show film Social Security, Workmen's Compensation and Unemployment Compensation.
B. Purposes of Social Security 1. Supplementary retirement plan for the individual. 2. Provides income for old age along with benefits for death and disability.	STRESS: Benefits for young people 18-22 who are full-time college students and disabled. Explain the procedure for obtaining a social security card. Refer to Pretest II-3-1

II. PRESENTATION (continued)

INSTRUCTIONAL TOPICS	KEY POINTS (things to remember to do or say)
C. What jobs are covered?	STRESS: Almost every kind of employment and self-employment is covered by Social Security. Point out occupations affected by special provisions of the law. 1. In family employment. 2. As a student-employee in a school or college. 3. As a farm worker. 4. In a job where you get cash tips.
D. Workman's Compensation 1. What is it? 2. Who receives it? 3. What are the benefits? 4. When are you covered? 5. When are you not covered? 6. Who pays for it?	Have students answer questions on the board. Point out times in which students are not covered by workmen's compensation. 1. Under the influence of alcohol. 2. Under the influence of drugs. EMPHASIZE: Students are to report all injuries to employer immediately.
E. Unemployment Compensation 1. What is it? 2. Who pays for it? 3. Who is entitled to receive it? 4. How long do payments continue? 5. When are you not covered? 6. Where do you file for it?	Have students answer questions orally. STRESS: Part-time working students are not entitled to workmen's compensation.

III. APPLICATION (drills, illustrations, analogies, etc.)

A. Discuss some cases in which workman's compensation has been involved.
B. Is an individual able to provide the same security for himself and his family that social security provides?
C. Describe how to go about applying for unemployment compensation if the need arose.
D. Have students write the Social Security Office and obtain statements of their contributions.

IV. TEST

Define Social Security, Workman's Compensation and Unemployment Compensation.

SUGGESTED ACTIVITIES

A. Arrange for a representative of the Social Security Office to speak with students.
B. Reading: Succeeding in the World of Work. McKnight and McKnight Publishing Company, pp. 290-312.

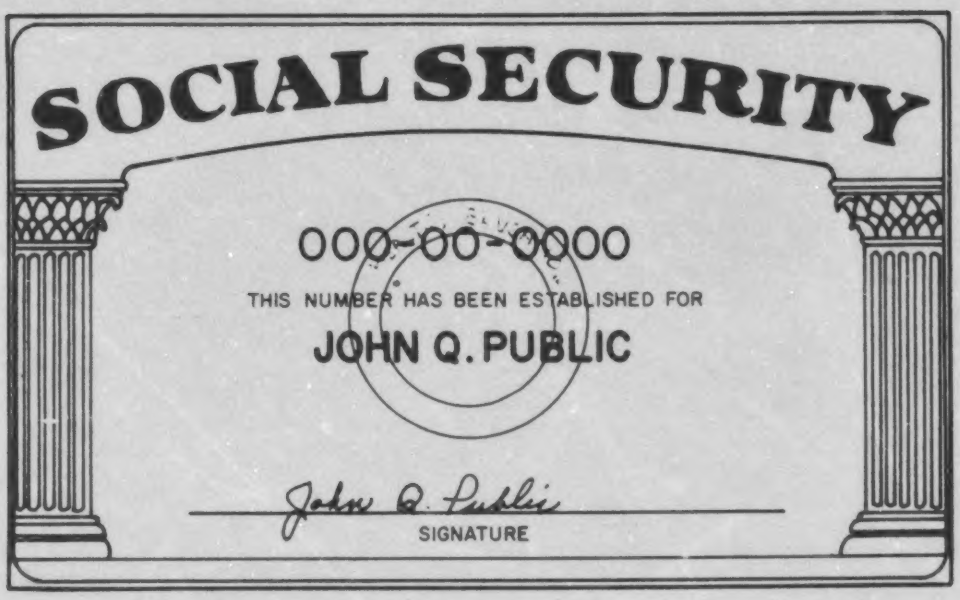
NEXT LESSON: Sources of Employment

OPTIONAL PRETEST

1. What is your Social Security Number?
2. What are some advantages of Social Security?
3. Are all jobs covered under Social Security?
4. How can workman's compensation help you?
5. Who pays for unemployment compensation?

DEATH

RETIREMENT



SOCIAL SECURITY

000-00-0000

THIS NUMBER HAS BEEN ESTABLISHED FOR

JOHN Q. PUBLIC

John Q. Public

SIGNATURE

DISABILITY

SUPPLEMENTAL
TEACHING MATERIALS FOR ICT
GENERALLY RELATED LESSONS

Unit II
Lesson 3

BOOK

The Social Security Program in the United States. Charles I. Schottland, 1970 Appleton-Century-Crafts, Educational Division, Meredith Corporation, 440 Park Avenue, South, New York, New York 10017.

BOOKLETS

An Analysis of the Ford Type Plan for Supplemental Unemployment Compensation. National Association of Manufacturers, Education Department, 2 East 48th Street, New York, New York 11017.

Employee Health and Welfare Programs. National Association of Manufacturers, Education Department, 2 East 48th Street, New York, New York 10017.

School Certification of Full-Time Attendance for Social Security Purposes. U. S. Department of Health, Education and Welfare, Social Security Administration, Baltimore, Maryland 21235.

Social Security Handbook. Social Security Administration, U. S. Government Printing Office, Washington, D. C. 20025, $1.25.

Social Security Information for Young Families. U. S. Department of Health, Education and Welfare, Social Security Administration, Washington D. C., 20402.

Social Security Ignorance Can Cost You Money. National Research Bureau, Inc. 424 North 3rd Street, Burlington, Iowa 52601, $ .20.

Social Security Cash Benefits for Students 18 to 22. U. S. Government Printing Office, Washington, D. C., 20402, 5¢ or $2.50 per 100.

Unemployment Compensation in a Free Economy. National Association of Manufacturers, 14 West 49th Street, New York, New York 10020.

Virginia Workmen's Compensation Act, 1964. Commonwealth of Virginia Department of Purchase and Supply, Richmond, Virginia 23219.

Your Medicare Handbook. U. S. Department of Health, Education, Welfare, Social Security Administration, Washington, D. C. 20402. 10¢ or $7.00 per 100.

FILMS

Samuel and Social Security. This film is the saga of Samuel J. Pilgrim, one of the millions whose work is covered by the social security law. It explains the benefits which are available under the law. 14 minutes, color, Social Security District Office.

INSTRUCTOR'S LESSON PLAN
Generally Related Information

Unit II
Lesson 4

SUBJECT: Sources of Employment

OBJECTIVE: The student will be able to find a job lead from 3 different sources. He will be able to compare the differences between public and private employment agencies.

TEACHING AIDS: Blackboard, overhead projector

MATERIALS: Pretest, transparencies, phone book, classified ads

REFERENCES: How to Get the Job. Science Research Associates, Inc., 259 East Erie Street, Chicago, Illinois 60611.
How to Get and Hold the Right Job. U. S. Department of Labor, Washington, D. C. 20000.
Succeeding in the World of Work. McKnight and McKnight Publishing Company, 1970, Bloomington, Illinois 61701

SPEAKER: Representative of the Virginia Employment Commission

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I. PREPARATION (of the learner)

Introduction (Refer to Pretest II-4-1)
Joe lost his job due to the fact that the company had too many workers. Where would you, as a student, look for a job if placed in this position?

II. PRESENTATION

INSTRUCTIONAL TOPICS	KEY POINTS (things to remember to do or sa
A. Sources 1. Tips from relatives and friends. 2. Teacher-coordinator	Ask: When looking for a job, there are a number of good sources for leads. What are some of them?
3. Classified ads 4. Applying to local industry without lead. 5. State employment agency	STRESS: Best source is tips from relatives and friends.
6. Civil Service announcements 7. Yellow pages 8. News stories about new industries 9. Private employment agencies 10. School guidance counselors.	Refer to Transparency II-4-2
B. Public Versus Private Employment Agencies	STRESS: Differences between public and private employment agencies.
1. Public a. Free b. Various types of jobs available	STRESS: Most employers have good relationships with employment agencies (public).
c. Testing is available to determine applicant's qualifications.	Refer to Transparency II-4-3

II. PRESENTATION (continued)

INSTRUCTIONAL TOPICS	KEY POINTS (things to remember to do or say)
B. Public Versus Private Employment Agencies (continued) 2. Private a. Charge a fee b. Often handle jobs with high qualification requirements. c. Some employers pay job fees.	STRESS: Many good employers do not work with private agencies. Refer to Transparency II-4-4

III. APPLICATION

A. Have each student read a classified ad for employment. Have him tell whether it is a good or bad source of employment and explain his answer.
B. Have an employee of the Virginia Employment Commission speak to the class as a guest speaker.

IV. TEST

Have students list three sources they would use in finding a job, in order of use.

Have students give the advantages and disadvantages of public and private employment agencies.

SUGGESTED ACTIVITIES:

A. Arrange for trips to industries according to interests of class.
B. Arrange for private employment agent to talk to class.
C. Reading: Succeeding in the World of Work. McKnight and McKnight Publishing Company, pp. 26-30.

NEXT LESSON: Job Application Procedures

OPTIONAL PRETEST

1. The most productive source of finding a job is tips from friends and relatives.

2. Three other sources of employment are classified ads, Civil Service announcements, and the yellow pages.

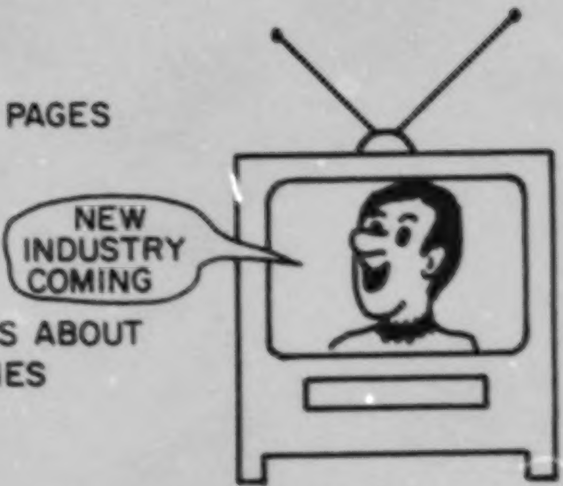
3. Two types of employment agencies are public and private.

4. The private employment agency charges a fee for its services.

SOURCES OF EMPLOYMENT

TIPS FROM RELATIVES AND FRIENDS

YELLOW PAGES


NEW INDUSTRY COMING

NEWS STORIES ABOUT NEW INDUSTRIES

GUIDANCE COUNSELORS

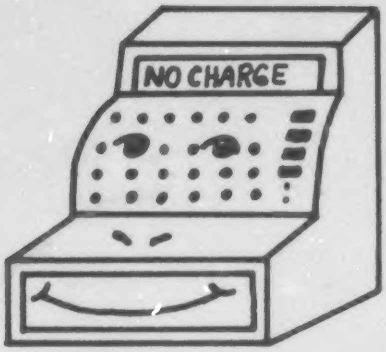
CLASSIFIED ADS

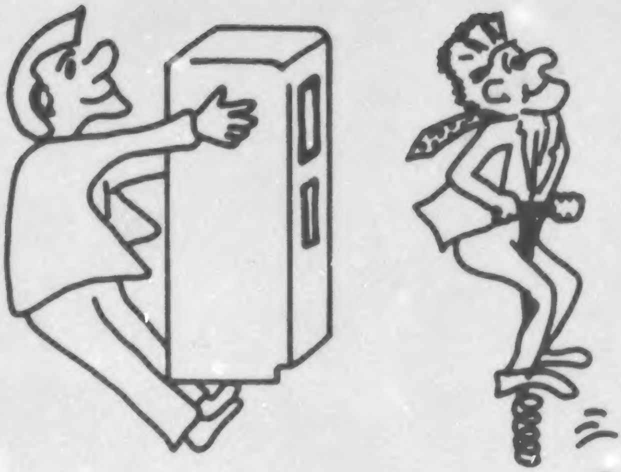
DAILY ADVANCE
CLASSIFIED

Transparency II-4-2

PUBLIC EMPLOYMENT AGENCIES

SERVICES ARE FREE

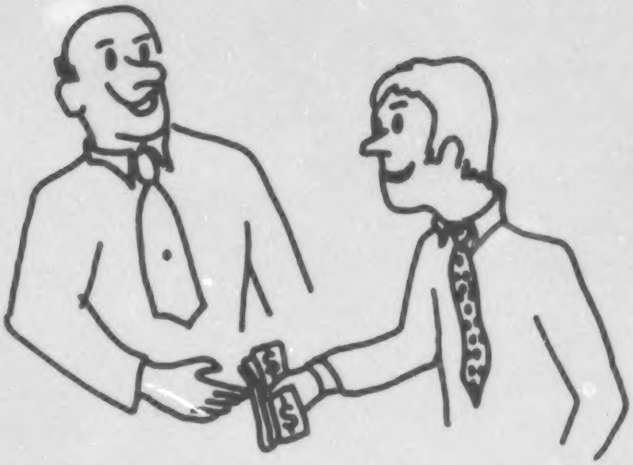




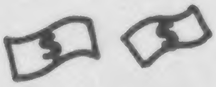
VARIOUS TYPES OF JOBS

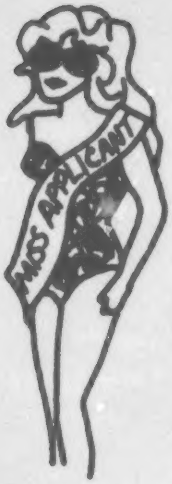
TESTS ARE AVAILABLE FOR DETERMINING THE APPLICANTS QUALIFICATIONS

PRIVATE EMPLOYMENT AGENCIES

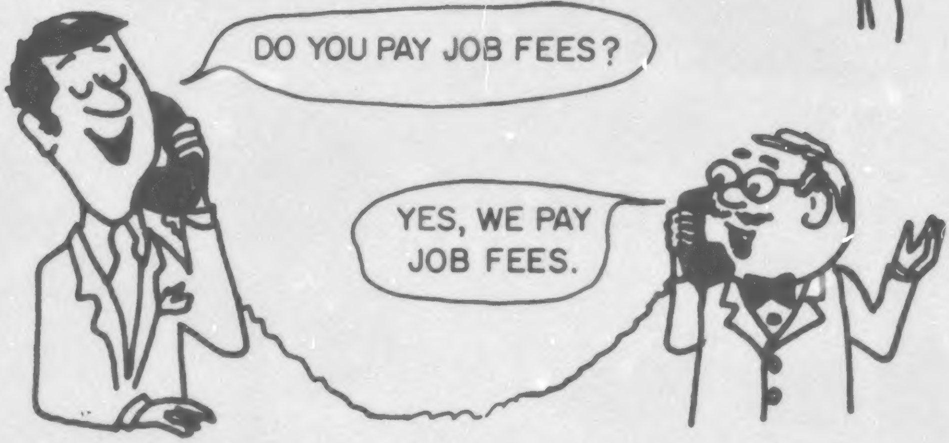


CHARGES FOR SERVICE




MISS APPLICANT

VERY SELECTIVE


DO YOU PAY JOB FEES?
YES, WE PAY JOB FEES.

SOME EMPLOYERS PAY JOB FEES

Transparency II-4-4

SUPPLEMENTAL
TEACHING MATERIALS FOR ICT
GENERALLY RELATED LESSONS

Unit II
Lesson 4

BOOKS

Getting the Right Job. The Glidden Company, 1396 Union Building, Cleveland, Ohio 44101.

Hatch, R. N., Planning Your Future. McKnight and McKnight, Route 66 at Towanda Avenue, Bloomington, Illinois 61701

MacGibbon, Elizabeth G., Fitting Yourself for Business. McGraw-Hill, 330 West 42nd Street, New York, New York 10001, 1969

BOOKLETS

Careers in the Oil Industry. American Petroleum Institute, 1271 Avenue of the Americas, New York, New York 10020.

Can I be a Technician? Let'f Find Out. General Motors, Public Relations Staff, Detroit, Michigan 48933.

Choosing Your Career. Michigan State Employment Service, 620 North Capitol Avenue, Lansing, Michigan 48933.

Finding Part Time Work. Science Research Association, 259 East Erie Street, Chicago, Illinois 60611.

Getting the Right Job. The Glidden Company, Executive Offices, 900 Union Commerce Building, Cleveland, Ohio 44101 (no cost).

A Guide for Job Seekers. American Management Association, 135 West 50th Street, New York, New York 10020 (no cost).

How to Find a Job. American Technical Society, 848 East 58th Street, Chicago, Illinois 60738, 30¢.

An Important Message for Job Seekers. Michigan State Employment Service, 620 North Capitol Avenue, Lansing, Michigan 48933 (no cost).

Looking for Work - 21 Points to Remember. Michigan State Employment Service, 620 North Capitol Avenue, Lansing, Michigan 48933 (no cost).

The Story of Employment. E. I. DuPont De Nemours and Company, Inc., Publications Division, Public Relations Department, 8070 DuPont Building, Wilmington, Delaware 19898 (no cost).

Want a Job? Michigan State Employment Service, 620 North Capitol Avenue, Lansing, Michigan 48933 (no cost).

SUPPLEMENTAL
TEACHING MATERIALS FOR ICT
GENERALLY RELATED LESSONS

Unit II
Lesson 4

FILMS

Finding the Right Job. Shows job lead sources, some of the crucial stages in obtaining a job, what the company has to offer, and how to find the right job. 10 minutes, State.

Planning Your Career. This film shows how a high school boy goes about choosing and planning for his future career. 20 minutes, 1954, State.

You and Your Work. State.

PAMPHLETS

Can I Get the Job? Public Relations Staff, General Motors Corporation, Detroit, Michigan 48202

Steps Toward Employment. C & P Telephone Company, 703 East Grace Street, Richmond, Virginia 23206

How to Find and Apply for a Job. Helen J. Keily and R. G. Walters, Southwestern Publishing Company, Cincinatti, Ohio 45202.

You and Your Job - Finding It, Getting It and Keeping It. Helen J. Keily and R. G. Walters, South-Western Publishing Company, Cincinatti, Ohio 45202.

INSTRUCTOR'S LESSON PLAN
Generally Related Information

Unit II
Lesson 5

SUBJECT: Job Application Procedures

OBJECTIVE: The student will be able to fill out a job application form. The students will be able to prepare a list of information to take with him when applying for a job.

TEACHING AIDS: Blackboard, 16 mm projector, opaque projector, overhead projector

MATERIALS: Pretest, unconvincing application, letter of application, personal data sheet, job application form, hand-outs and film: Aptitudes and Occupations, 1965, State, transparencies.

REFERENCES:
How to Get the Job. Science Research Associates, Chicago, Illinois 60600.
You're On Your Way. National Dairy Council, Chicago, Illinois 60600.
Succeeding in the World of Work. McKnight and McKnight, Bloomington, Illinois 61701.

I. PREPARATION (of the learner)

Introduction (Refer to Pretest II-5-1)
Show students an unconvincing application form.
Refer to Transparency II-5-2

II. PRESENTATION (of the information)

INSTRUCTIONAL TOPICS	KEY POINTS (things to remember to do or say)
A. General Information Needed for Completing Application	Show film Aptitudes and Occupations
1. Letter of application a. Source of job information b. Why you are applying	Ask: How can a letter of application and a personal data sheet help you get a job?
c. Personal data sheet	
(1) Name, address, phone number and age (2) Skills (3) Education (4) Previous employment and experience (5) Hobbies and interests	STRESS: Personal data sheet is a separate sheet attached to the letter of application. Include in personal data sheet qualities you do have, not what you don't have. Personal data sheet is also called a résumé.
(6) Extra curricular activities	Refer to Hand-out II-5-3
(7) Character references	
d. Request for interview	Hand-out II-5-4

II. PRESENTATION (continued)

INSTRUCTIONAL TOPICS	KEY POINTS (things to remember to do or say)
B. Employer's Application Blank 1. Social Security card 2. Rules to follow in completing form. a. Read all instructions. b. Print carefully and neatly. c. Use ink. d. Fill in all blanks. e. Answer all questions.	Refer to Job Application form II-5-5a, II-5-5b Ask: What information is needed from the letter of application and personal data sheet? Refer to Hand-out II-5-6 STRESS: Rules to follow in completing job application forms.

III. APPLICATION

A. Have students correct an unconvincing application form.
B. Have students complete an application form for practice.

IV. TEST

A. Have students list all information needed when they go for job interview.
B. Have students fill in an employer's application form.

SUGGESTED ACTIVITIES

A. Have students write a letter of application.
B. Have students collect and compare application forms from local industries.
C. Reading: Succeeding in the World of Work. McKnight and McKnight Publishing Company, pp. 38-51.

NEXT LESSON: The Job Interview

OPTIONAL PRETEST

1. Should an application for a job be written in pencil, ink, or completed on a typewriter?

2. What is meant by marital status?

3. How should you sign your application?

4. In what situation should you write a letter of application?

5. What kind of information should be presented in a personal data sheet?

PLEASE PRINT ALL ENTRIES

Position Applied For: ________________ Date: __________ Name: ______________

Maiden Name: ________ Soc. Sec. No.: __________ Address: ____________________

City: _____ State: ______ Zip: _____ Phone: ______ Marital Status: Sing.: __ Mar.: _

Sep.: _____ Wid.: _____ Div.: _____ Date of Birth ________ Place of Birth ___________

In case of emergency, notify: Name: __________________ Relation: ___________

Address ____ Phone: ___________

Names of Employed Relatives by this company: ______________________________

Height: ______ Weight: _____ Wear Glases: Yes __ No __ Handed: Right __ Left ________

Defects: Yes ____ No _____ Explain: ______________________________________

EDUCATION

Type of School Name/Address Yrs. Attended Yr. Left Grad. Course/Major

Grammar/Grade ____

High ____

College ____

Business or Trade ____

MILITARY EXPERIENCE

Branch of Service ____________ Type of Discharge __________ Induct. Date _______

Rank ________________ Reserve Status _________ Draft Classification ___________

SKILLS

What Kind of Work Can You Do? ____________________ Type Speed _______________

What Machines Can You Operate? __________________ Shorthand Speed _____________

PRIOR WORK HISTORY

List in order, last or present employer first - May we call your employer?

Dates Employer Pay-Start/Finish JobTitle/Sup. Name/Reason for Leaving

REFERENCES (Other Than Relatives) or (Former Employers)

Hand-out II-5-2

PERSONAL DATA

Personal Name: Ann Kiwaski
Address: 2100 Bourbon Street, New Orleans, Louisiana 90019
Phone: 769-1401
Age: 19
Height: 5 feet, 5 1/2 inches
Weight: 112 pounds
Health: excellent

Skills Typing: 65 words per minute
Shorthand: 100 words per minute
Adding machine: 10 key and full- key
Filing
Key-driven calculator

Education Graduate of Riverton High School, June 12, 1972

Subjects studied Typewriting, 2 years
Shorthand, 1 1/2 years
Transcription, 1/2 year
Office practice, 1/2 year
English, 4 years
Math, 3 years
Science, 2 years
History, 3 years

Experience One year as part-time stenographer-clerk in the accounting office of Radford Oil Company.

Outside interests and hobbies Dramatic Arts, Tennis

References Mr. Ben Jones, Personnel Manager, Radford Oil Company, 1726 Main Street, New Orleans, Louisiana

Mr. Glen Hargrave, Work-Experience Counselor, Riverton High School, New Orleans, Louisiana

Miss Charmaign Douwith, Business Education Teacher, Riverton High School, New Orleans, Louisiana

2100 Bourbon Street
New Orleans, Louisiana 90019
July 17, 1974

Mr. Theodore McKinney, Personnel Director
Seatrain Incorporated
1147 Main Street
New Orleans, Louisiana 90019

Dear Mr. McKinney:

Mr. Glen Hargrave, the Work-Experience Counselor at Riverton High School suggested that I contact you about the typist clerk job in your firm. Please consider me an applicant for this position.

On June 12, I graduated from Riverton High School where I majored in business education. My courses have included two years of typewriting, two years of shorthand and transcription, business machines, and office practice. My typing speed is 65 words per minute, and I take shorthand at 100 words per minute.

During my senior year in high school, I participated in work-experience education. My job assignment was in the accounting office of Radford Oil Company where I made use of and improved the skills I learned in school.

I plan to continue my education in night school and hope someday to be a top secretary. May I have an interview? I shall be glad to call at your convenience. My home telephone is 769-1401.

Yours truly,

Ann Kiwaski

APPLICATION FOR EMPLOYMENT

PERSONAL INFORMATION

Date ____________ Social Security Number ____________

Name ____________ Age ______ Sex ______
Last First Middle

Present Address ____________
Street City State

Permanent Address ____________
Street City State

Phone ________ Own Home ______ Rent ______ Board ______

Date of birth ______ Height ______ Weight ______ Color of Hair ______ Color of Eyes ______

Married ______ Single ______ Widowed ______ Divorced ______ Separated ______

Number of children ______ Dependents other than wife or children ______ Citizen of U.S.A. ______ Yes ______ No ______

If related to anyone in our employ, state name and department ____________ Referred by ______

EMPLOYMENT DESIRED

Position ______ Date you can start ______ Salary desired ______

Are you employed now? ______ If so may we inquire of your present employer? ______

Ever applied to this company before? ______ Where ______ When ______

EDUCATION	Name and Location of School	Years Attended	Date Graduated	Subjects Studied
Grammar School				
High School				
College				
Trade, Business or Correspondence School				

Subjects of special study or research work ____________

What foreign languages do you speak fluently? ______ Read ______ Write ______

U.S. Military or Naval service ______ Rank ______ Present membership in National Guard or Reserves ______

Activities other than religious (civic, athletic, fraternal, etc.) ____________

Exclude organizations the name or character of which indicates the race, creed, color or national origin of its members.

(CONTINUED ON NEXT PAGE)

FORMER EMPLOYERS List below last four employers, starting with last one first

Date Month and Year	Name and Address of Employer	Salary	Position	Reason for Leaving
From______				
To______				
From______				
To______				
From______				
To______				
From______				
To______				

REFERENCES: Give below the names of three persons not related to you, whom you have known at least one year.

Name	Address	Business	Years Acquainted
1.			
2.			
3.			

PHYSICAL RECORD:

List any physical defects______

Were you ever injured?______Give details______

Have you any defects in hearing?______In vision?______In speech?______

In case of emergency notify______

Name Address Phone Number

I authorize investigation of all statements contained in this application. I understand that misrepresentation or omission of facts called for is cause for dismissal. Further, I understand and agree that my employment is for no definite period and may, regardless of the date of payment of my wages and salary, be terminated at any time without any previous notice.

Date______Signature______

DO NOT WRITE BELOW THIS LINE

Interviewed By______Date______

REMARKS:______

Neatness______Character______

Personality______Ability______

Hired______For Dept.______Position______Will Report______Salary Wages______

Approved: 1.______ 2.______ 3.______

Employment Manager Department Head General Manager

Hand-out II-5-5b

RULES TO FOLLOW IN FILLING OUT AN APPLICATION BLANK

1. Fill out the application in ink or use a typewriter.

2. Answer every question that applies to you (if a question does not apply, you may write "NA", (meaning not applicable), or draw a line through the space to show that you did not overlook the question).

3. Give your complete address, including zip code.

4. The question on marital status simply means whether you are single, married, separated, divorced, or widowed.

5. Spell correctly (if you are not sure about how to spell a word, try to use another word with the same meaning).

6. The question on place of birth means the city and state in which you were born, not the name of the hospital.

7. A question on job preference or "job for which you are applying" should be answered with a specific job title or type of work. Do not write "anything"; employers expect you to state clearly what kind of work you can do.

8. Try to have in mind all of the schools you have attended and the dates of your attendance (if there are several, it is a good idea to write them down before you apply for a job).

9. Be prepared to list several good references. It is much better to ask permission for those you plan to list. Those considered good references include (a) the pastor of your church, (b) a former employer, (c) a teacher who knows you well, (d) friends who are established in business.

10. When you write or sign your name on the application, use your correct name, not a "nickname". Your first name, middle initial, and last name is usually preferred.

11. Be as neat as possible (the employer expects that your application will be an example of your best work).

SUPPLEMENTAL
TEACHING MATERIALS FOR ICT
GENERALLY RELATED LESSONS

Unit II
Lesson 5

BOOKS

Dresse, Mitchell, How to Get the Job. Science Research Associates, Chicago, Illinois 60600

BOOKLETS

Go Places Gal. National Dairy Council, Chicago, Illinois 60600

Making the Most of Your Job Interview. New York Life Insurance Company, Local Office.

Your Life Style. American Institute of Men's and Boy's Wear, Inc., 1290 Avenue of the Americas, New York, New York 10019

FILMS

Getting a Job. Shows how a high school boy goes about getting a job which will lead to his ultimate vocational goal. 20 minutes, 1954, State.

Personal Qualities for Job Success. This film shows how students can get a job the right way. 1952, State.

Planning for Success. Bill learns that his failure in track is due to setting higher goals than he is able to fulfill. 11 minutes, 1957, State.

INSTRUCTOR'S LESSON PLAN
Generally Related Information

Unit II
Lesson 6

SUBJECT: The Job Interview

OBJECTIVE: The students will be able to participate in mock interviews and be able to evaluate performance of others.

TEACHING AIDS: Blackboard, overhead projector

MATERIALS: Pretest, hand-outs, transparencies, video tape

REFERENCES: How to Get the Job. Science Research Associates, Chicago, Illinois 60600.
Making the Most of Your Job Interview. New York Life Insurance Company, contact local agent.
Succeeding in the World of Work. McKnight and McKnight Publishing Company, 1970, Bloomington, Illinois 61701.

I. PREPARATION (of the learner)

Introduction (Refer to Pretest II-6-1)
Refer to Transparency II-6-2, Your First Impression is a Lasting One.

Role play of humorous interview.

II. PRESENTATION (of the information)

INSTRUCTIONAL TOPICS	KEY POINTS (things to remember to do or sa
A. Interview Procedures	STRESS: Why people aren't hired.
1. Prepare for interview.	
2. Know something about the industry.	Refer to Hand-out II-6-3
a. Executives	
b. Type of production system	
c. Products	
d. Interviewer's name	
B. Personal Appearance	Refer to Transparency II-6-4
1. Personal grooming of girls	
2. Personal grooming of boys	STRESS: Appropriate dress for the particular job.
3. Girl's dress	
4. Boy's dress	
	Refer to Hand-out II-6-5, Personal Appearance of Applicants.
C. The Interview	Refer to Transparencies II-6-6, II-6-7, II-6-8, II-6-9
1. Be on time.	
2. Use good posture.	
3. Avoid mannerisms.	STRESS: Points to remember when preparing for or on an interview.
4. Show spirit and enthusiasm.	
5. Talk about your ICT training.	
6. Show courtesy to all.	Refer to Hand-out II-6-10 Refer to Hand-out II-6-11, Questions Asked by the Interviewer.

III. APPLICATION

A. Have a local businessman put on a mock interview if possible.
B. Have students conduct mock interviews with errors, and have class evaluate.
C. Have students prepare and act out skits of interviews on video tape recorder to determine their errors.

IV. TEST

Have a mock interview with mistakes and ask students to criticize using VICA criteria.

SUGGESTED ACTIVITIES:

A. Have students prepare a survey of employers on questions most frequently asked on interviews.
B. Reading: Succeeding in the World of Work, McKnight and McKnight Publishing Company, pp. 52-64.

NEXT LESSON: Employer-Employee Relations

OPTIONAL PRETEST

True or False:

T F 1. When applying for a job one should dress conservatively.

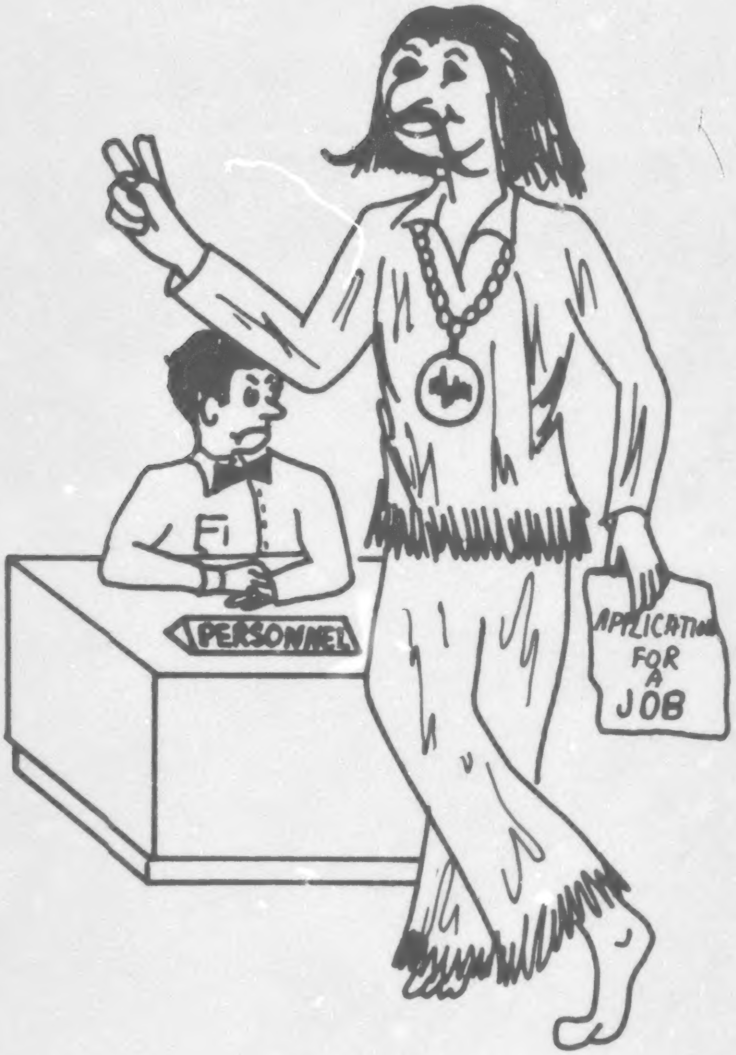
T F 2. One should always know something about the firm when applying for a job.

T F 3. If asked in the interview what type of job you want, the best answer is "just anything."

T F 4. Self-confidence is bad when applying for a job since it makes the applicant appear "too cocky."

T F 5. Some employers give a test during the interview process.

JOB INTERVIEW


FI
PERSONNEL
APPLICATION FOR A JOB

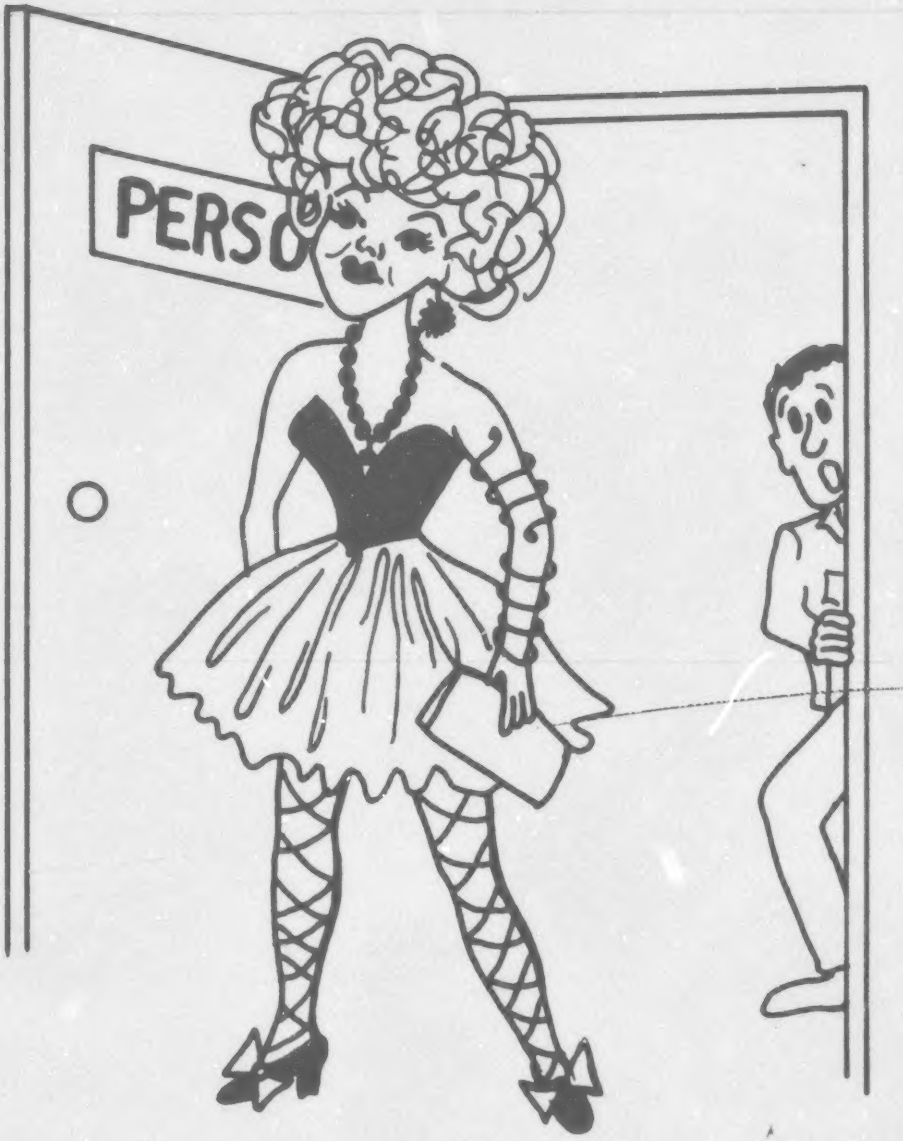
FIRST IMPRESSIONS ARE LASTING ONES

WHY PEOPLE AREN'T HIRED

1. Poor personal appearance.
2. Overbearing - overaggressive - conceited "superiority complex" - "know-it-all".
3. Inability to express himself clearly - poor voice, diction, grammar.
4. Lack of planning for career - no purpose and goals.
5. Lack of interest and enthusiasm - passive, indifferent.
6. Lack of confidence and poise - nervousness - ill-at-ease.
7. Failure to participate in activities.
8. Overemphasis on money - interest only in best dollar offer.
9. Poor scholastic record - just got by.
10. Unwilling to start at the bottom - expects too much too soon.
11. Makes excuses - evasiveness - hedges on unfavorable factors in record.
12. Lack of tact.
13. Lack of maturity.
14. Lack of courtesy - ill-mannered.
15. Condemnation of past employers.
16. Lack of social understanding.
17. Marked dislike for school work.
18. Lack of vitality.
19. Fails to look interviewer in the eye.
20. Limp, fishy handshake.
21. Indecision.
22. Loafs during vacations - lakeside pleasures.
23. Unhappy married life.
24. Friction with parents.
25. Sloppy application blank.
26. Merely shopping around.
27. Wants job only for short time.
28. Little sense of humor.
29. Lack of knowledge of field of specialization.
30. Parents make decisions for him.
31. No interest in company or in industry.
32. Emphasis on whom he knows.
33. Unwillingness to go where sent.
34. Cynical.
35. Low moral standards.
36. Lazy.
37. Intolerant - strong prejudices.
38. Narrow interests.
39. Spends much time in movies.
40. Poor handling of personal finances.
41. No interest in community activities.
42. Inability to take criticism.
43. Lack of appreciation of the value of experience.
44. Radical ideas.
45. Late to interview without good reason.
46. Never heard of company
47. Failure to express appreciation for interviewer's time.
48. Asks no questions about the job.
49. High pressure type.
50. Indefinite response to questions.

Hand-out II-6-3

JOB INTERVIEW



REMEMBER: DRESS FOR A JOB, NOT A PARTY.

Transparency II-6-4

PERSONAL APPEARANCE OF APPLICANTS

A. Personal Grooming

Girls

1. Hair - clean, neat, and suitably styled.
2. Skin - clean.
3. Teeth - clean.
4. Make-up - not too much; suitable for time of day.
5. Nails - clean, not too long, not too highly polished.

Boys

1. Hair - well groomed, clean, acceptable style.
2. Skin - clean.
3. Teeth - clean.
4. Face - cleanly shaven.
5. Nails - clean and well-shaped.

B. Wearing Apparel

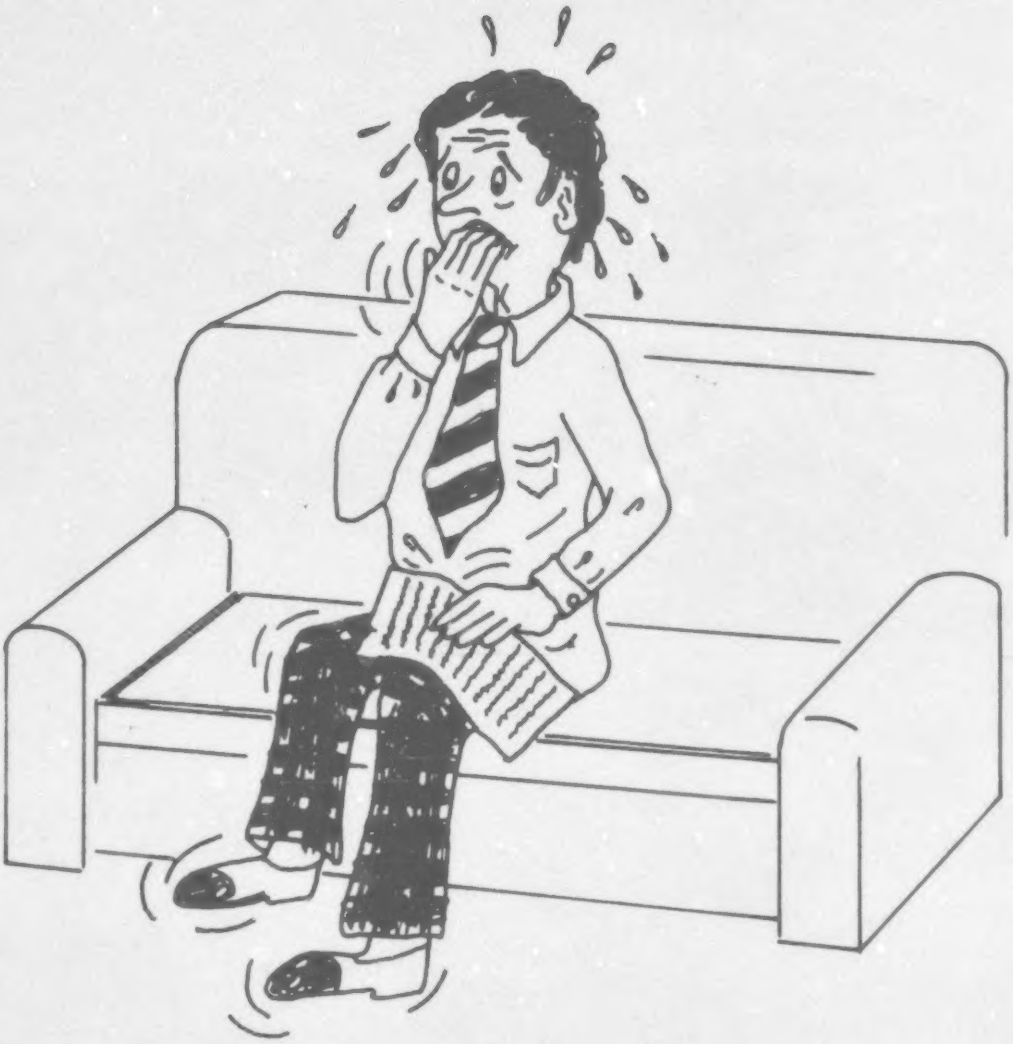
Girls

1. Dress - conservative as to cut and color.
2. Accessories - clean and of a type to enhance appearance.
3. Shoes - clean, polished, and in good condition.
4. Jewelry - appropriate to costume and for work.

Boys

1. Acceptable dress - well-pressed suit or sportcoat and slacks.
2. Shirt - clean, well-pressed, no frayed collar and cuffs.
3. Tie - clean and well-pressed; in harmony with suit.
4. Socks - in harmony with suit and tie; DO NOT GO WITHOUT SOCKS.
5. Shoes - clean, well-polished, in good condition.
6. Jewelry - Acceptable if it does not draw attention. NO MEDALLIONS, BEADS, etc.

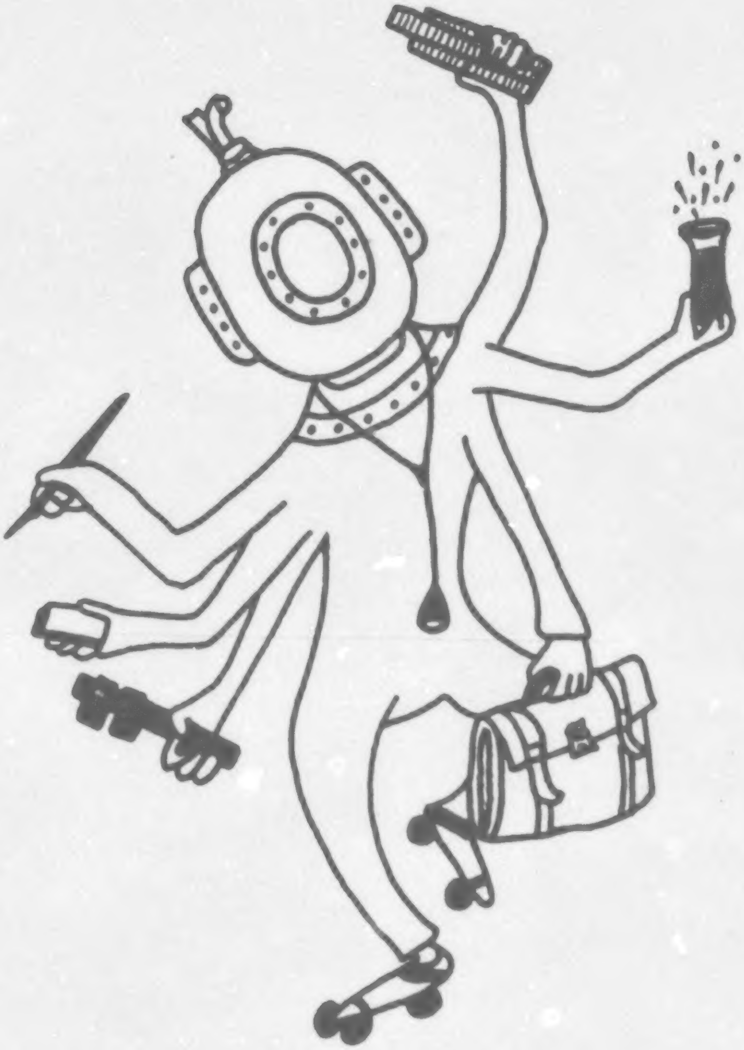
JOB INTERVIEW



BE CONFIDENT AND PREPARED

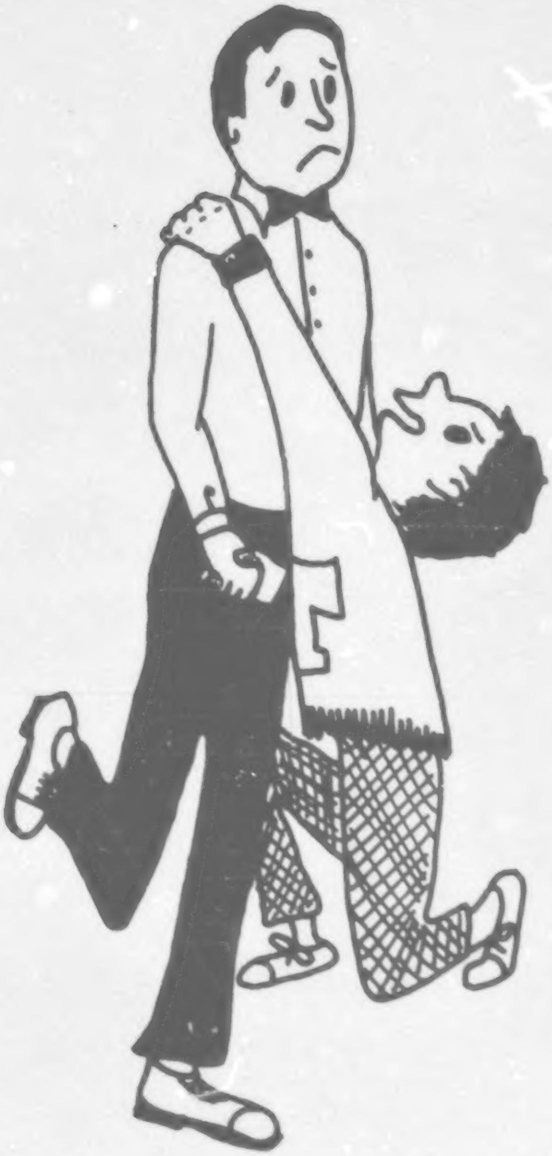
Transparency II-6-6

JOB INTERVIEW



SPECIFY: DON'T BE A JACK-OF-ALL TRADES

JOB INTERVIEW

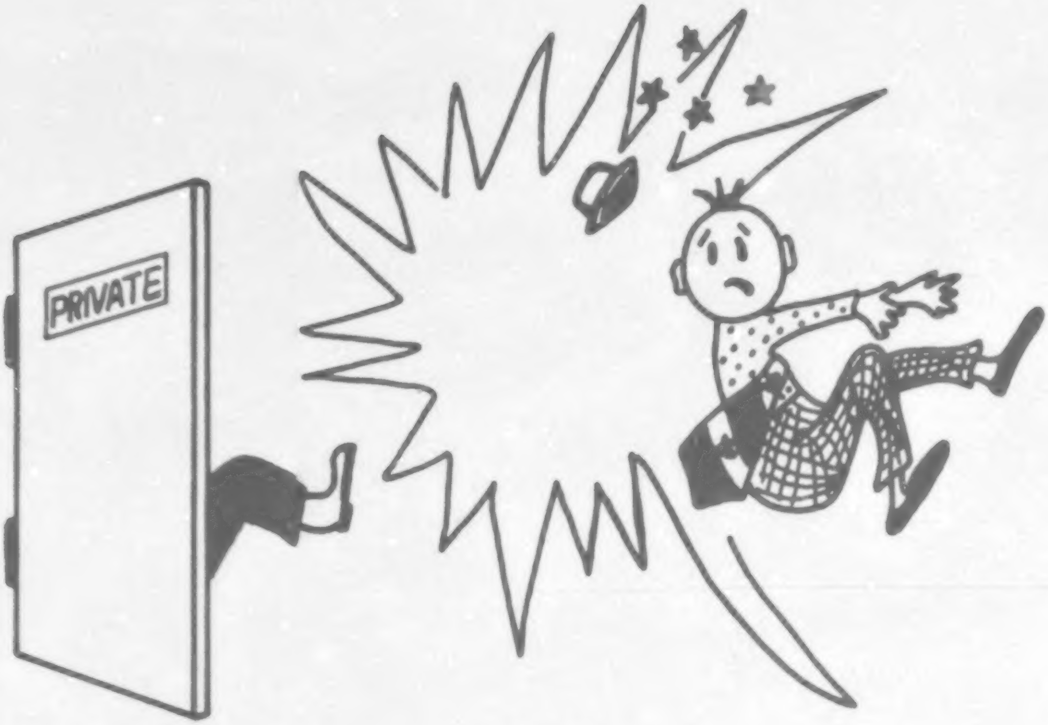


DON'T TRY TO PROVE HOW STRONG YOUR GRIP IS:

USE A FIRM HANDSHAKE

Transparency II-6-8

JOB INTERVIEW



LEAVE WHEN THE EMPLOYER ENDS THE INTERVIEW

Transparency II-6-9

THE JOB INTERVIEW

1. Always go alone.
2. Be on time for your appointment; be 15 minutes early if possible.
3. Do not chew gum or smoke; refuse if either or both is offered.
4. Greet everyone with a smile and a firm handshake.
5. Introduce yourself by your proper name; do not use nicknames or use Miss, Mr., or Mrs.
6. Have completed letter of application, employer's application, and your personal data sheet.
7. Call the employer by his correct given name.
8. Look at the interviewer while talking to him.
9. Answer questions briefly using good grammar and do not use slang. Do not interrupt while interviewer is talking.
10. Be truthful.
11. Sell your qualifications for the job rather than your need for work.
12. Avoid discussing politics or religion if possible, unless it pertains to the job.
13. If you are offered the position, you may ask about the salary, but don't appear interested only in the benefits.
14. Do not fumble with hands or objects in lap.
15. Use good posture at all times.
16. The interviewer will close the interview.
17. Thank him for his time.

QUESTIONS OFTEN ASKED DURING THE INTERVIEW

1. Why would you like to work for this company?
2. Are you looking for permanent or temporary work?
3. What job would you most like?
4. What do you want to be doing in five years? In ten years?
5. What qualifications do you have for this job?
6. What subjects in school did you like best? Least?
7. Do you prefer working alone or with others?
8. How do you spend your spare time?
9. What magazines do you read?
10. What is your main strength? Your main weakness?
11. What jobs have you had? Why did you leave?
12. What salary do you expect?
13. Do you have any debts?
14. Have you had any serious illnesses?
15. Do you smoke?
16. How do you feel about working overtime?
17. Did you attend school regularly? How many days were you out last year?
18. What grades have you received in your school work?
19. When can you begin work?
20. How did you become interested in this company?

SUPPLEMENTAL
TEACHING MATERIALS FOR ICT
GENERALLY RELATED LESSONS

Unit II
Lesson 6

BOOKS

Reed, Allan, Job Strategy. McGraw-Hill, 330 West 42nd Street, New York, New York 10001, 1961.

BOOKLETS

Manual of Employment Interviewing. Department of the Navy, Administrative Office, Washington 25, D. C.

Can I Get The Job? General Motors Corporation, Detroit, Michigan 48233, free.

Grooming for the Job. The Mennen Company, Morristown, N. J. 07960.

FILMS

Getting a Job. Film shows a high school student going about getting a job. It discusses the six major roads to a job, the preparation of a personal data sheet and the interview. 20 minutes, 1954, State.

Good Grooming Wardrobe. How to select clothes to suit individual needs. Importance of style and selection of clothes as well as posture. 14 minutes, 1961, State.

I Want a Job. Although clothing styles of actors are outdated, this film is excellent in describing the job interview. 20 minutes, 1941, State.

ICT - I

UNIT III

EMPLOYER-EMPLOYEE RELATIONS

Lesson 1. Getting Along With Your Employer

Lesson 2. Getting Along With Co-workers

Developed by

Kenton B. Elliott

and

Ronald P. Wall

INSTRUCTOR'S LESSON PLAN
Generally Related Information

Unit III
Lesson 1

SUBJECT: Getting Along With Your Employer

OBJECTIVES: The student will be able to discuss ways to succeed with an employer.
The student will be able to list attitudes and characteristics needed on the job.
The student will be able to explain why a company has rules and regulations.

TEACHING AIDS: Overhead projector, movie projector, tape recorder

MATERIALS: Transparencies, film: The Bright Newcomer, 10 minutes, black and white from McGraw-Hill Book Company, 330 West 42nd Street, New York, New York, Employer's Rating Sheet (Refer to Hand-out III-1-1 at the end of this lesson), Tape: Attitude, by Earl Nightengale, Pretest (Refer to Pretest III-1-1 at the end of this lesson).

REFERENCES: Booklets, Your Personality and Your Job, Daniel Snick, and What Your Employers Want, James C. Worthy, both from Science Research Associates, Inc., 259 East Erie Street, Chicago, Illinois. Succeeding in the World of Work, Grady Kimbrell and Ben S. Vineyard, McKnight and McKnight Publishing Company, Bloomington, Illinois

SPEAKER: Invite a speaker from a local industry to speak to the class about employer-employee relations.

I. PREPARATION (of the learner)

A. Relate a case of an employee who has been dismissed and cite the reason.
B. Pretest students on their knowledge of how to succeed with the employer. (Pretest III-1-1)

II. PRESENTATION (of the information)

INSTRUCTIONAL TOPICS	KEY POINTS (things to remember to do or say)
A. Know Your Employer 1. Define "employer".	Ask students to define the term "employer".
2. He is human.	Ask: In what ways is he human?
3. Explain employer's responsibility. a. Customers b. Community c. Employees	In what ways is an employer responsible to: Customer: produce a good quality of goods at a fair price. Community: provide jobs and pay taxes. Employees: fair wages and job security.
	Show film, The Bright Newcomer, and review film.
	Show and discuss Transparencies III-1-2 and III-1-3.

II. PRESENTATION (continued)

INSTRUCTIONAL TOPICS	KEY POINTS (things to remember to do or say)
B. How to succeed with the employer 1. Admit your errors. 2. Be attentive. 3. Look for ways to improve your job. 4. Regularity and dependability. 5. Be honest. 6. Liking your work. 7. Do your job well. 8. Responsibility. 9. Friendliness. 10. Initiative. 11. Learn to listen. 12. Respect for authority.	STRESS: The importance of personality traits and their effect on your jobs. Show Transparency III-1-4 Lecture: Cite examples of how each affect your job.
C. How attitudes and characteristics affect your employment. 1. Honesty. 2. Loyalty. 3. Willingness to learn. 4. Willingness to cooperate. 5. Enthusiasm 6. Responsibility. 7. Pride. 8. Patience. 9. Perseverance. 10. Politeness. 11. Interest. 12. Neatness. 13. Punctuality. 14. Good memory. 15. Respect for authority.	Play tape, Attitudes, by Earl Nightengale. Refer to Transparency III-1-5. Ask: Should you be loyal to your employer? How will honesty affect your job? What happens when you are uncooperative on the job? For what reasons should you show respect for authority?
D. Why a company has rules and regulations. 1. How they affect you. 2. Why they are important. 3. Your protection. 4. Safety regulations. 5. Necessity in industry.	Refer to Transparency III-1-6. Invite a personnel director from a local industry to discuss why a company has rules and regulations. Have students to explain a rule or regulation that they do not agree with at their place of employment. Invite a school principal to explain why a school has rules and regulations.
E. Employee Evaluations Why use them? a. For grades. b. To know where you stand on the job.	Refer to Hand-out III-1-7 at the end of this lesson Explain the evaluation sheet to the students. Tell them what they will be graded on.

II. PRESENTATION (continued)

INSTRUCTIONAL TOPICS	KEY POINTS (things to remember to do or say)
E. Employee Evaluations Why use them? c. Promotion policies d. Increase in wages. e. To gain information f. To discover weaknesses and strengths of the employee. g. To create a communications roadway for the employer and employee.	

III. APPLICATION (oral reports, panel discussion, demonstrations)

A. Have students to discuss a rule or regulation at their place of employment that they disagree with or do not understand.
B. Have students give examples of safety violations at their places of employment.
C. Use a skit to demonstrate how uncooperative workers affect others on the job.

IV. TEST

A. Test made up by the coordinator (see example at the end of this lesson).
B. Have students to write a short essay on why a company has rules and regulations.
C. Have students to list the attitudes and characteristics necessary for job adjustments.
D. Have students to rate themselves on the employer rating sheet at the end of this lesson. Refer to Hand-out III-1-7.

SUGGESTED ACTIVITIES:

A. Have students cite examples of employer-employee conflicts on the job and how they were solved.
B. Have students conduct a survey of personality problems and personnel attitudes, employee morale and report findings to class.

NEXT LESSON: Getting Along With Co-Workers

TEST: Employer-Employee Relations

In the space at the left of each statement write the letter of the item which will provide the correct answer to complete the statement.

(B) 1. When your superior is "bossy" it is advisable to (A) out-smart him; (B) tend strictly to business; (C) tell him what you think.

(B) 2. If you do not agree with the boss on certain aspects of his strong opinions and beliefs, you should (A) speak as if you agree; (B) maintain silence; (C) ignore him.

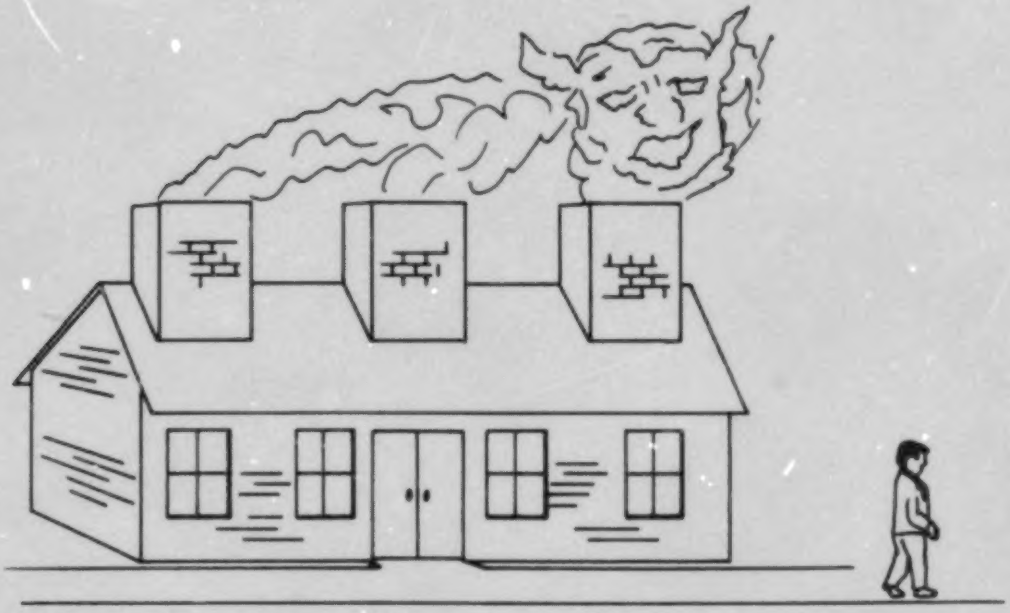
(C) 3. The social standing of an employee in industry depends on (A) his friends; (B) the amount of money he makes; (C) his position.

(C) 4. Loyalty in industry or business means (A) speak well of him to others; (B) to keep company matters confidential; (C) both a and b.

(A) 5. The person who is honest, courteous, and considerate in his dealings with others is said to possess (A) integrity; (B) vocational skill; (C) ability.

(C) 6. After a job has been assigned, employers expect it to be done at a later date without assigning it again: (A) loyalty; (B) willingness to learn; (C) willingness to accept responsibility.

YOUR EMPLOYER



MAN? BEAST? OR COMPANY?

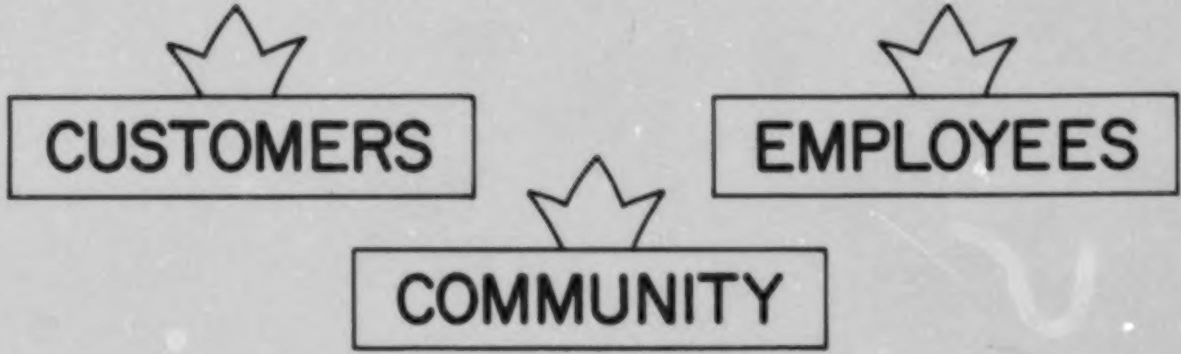
FOUR FACTS ABOUT YOUR EMPLOYER

1. HE IS HUMAN.
2. IN BUSINESS, HE IS MORE LIKELY TO BE RIGHT.
3. THE BUSINESS IS HIS PERSONAL JOB.
4. HE ACTS AS YOU WOULD IF PUT IN HIS PLACE.

Transparency III-1-2

RESPONSIBILITIES of MANAGEMENT

MANAGEMENT SERVES 3 MASTERS



CUSTOMERS

EMPLOYEES

COMMUNITY

THROUGH ITS RESPONSIBILITIES:

DECISION - MAKING

POLICY - SETTING

CONTROLLING

PLANNING

HOW TO SUCCEED WITH YOUR BOSS

ADMIT YOUR ERRORS

BE ATTENTIVE

TRY TO PLEASE

REGULARITY AND DEPENDABILITY

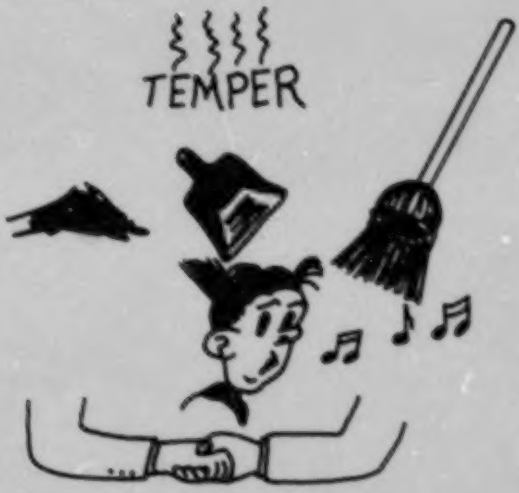
BE AGREEABLE ____ OK

TEMPERAMENT

INITIATIVE

LIKING YOUR WORK

FRIENDLINESS



RESPONSIBILITY

DO YOUR JOB WELL

SUCCESS DEPENDS ON YOUR CHARACTERISTICS

COOPERATION

HONESTY

INTEREST

LOYALTY

PATIENCE

AMBITION

NEATNESS

ENTHUSIASM

POLITENESS

RESPONSIBILITY

PERSEVERANCE

DEPENDABILITY

GOOD MEMORY

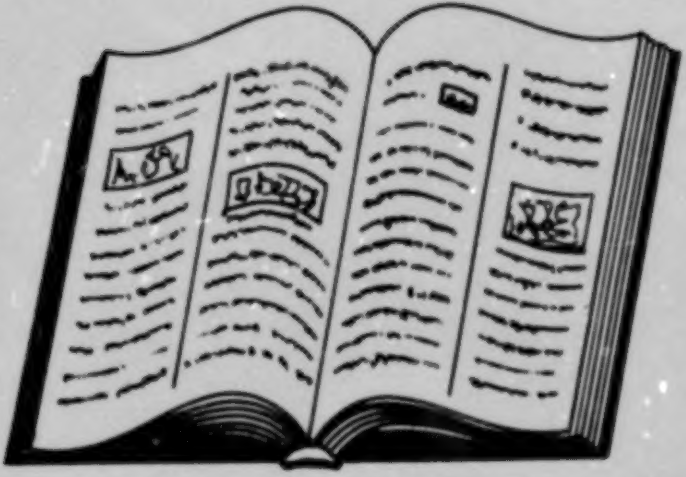
WILLINGNESS TO LEARN

RESPECT FOR AUTHORITY

PERSONAL CLEANLINESS

Transparency III-1-5

RULE AND SAFETY BOOK



SAFETY IS PART OF THE JOB

DON'T MAKE A FOOL OF YOURSELF

OBSERVE ALL RULES

BE COOPERATIVE

Transparency III-1-6

EMPLOYEE EVALUATION SHEET

Date__________________

Progress Report of_________________________in_________________________ _____
Student Training Agency

Directions: Read over each line carefully. Place a check mark over phrase which describes the student most accurately. Make only one mark on each line, and be sure to mark every line.

1.	Makes an excellent appearance.	Usually neat and appropriate in appearance.	Sometimes neglects appearance.	Should improve appearance.
2.	Personality is outstanding.	Has a pleasing personality.	Personality is unimpressive.	Does not get along well with others.
3.	Unusually enthusiastic about work.	Shows interest in work most of time.	Interested only in certain phases of job.	Should show more interest in work.
4.	Goes out of the way to cooperate.	Is usually cooperative.	Helps only when asked.	Does not work well with others.
5.	Reliable in following directions.	Usually follows directions well	Sometimes careless in following directions.	Cannot always be relied upon to follow directions.
6.	Recognizes work to be done and does it without direction.	Sometimes goes ahead in work not assigned.	Performs regular routine duties only.	Seldom seeks work beyond regular routine duties.
7.	Wise in actions and in making decisions.	Usually shows sound judgment.	Sometimes shows lack of judgment or discretion.	Lacks ability to make sound decisions.
8.	Has perfect attendance.	Occasionally absent but with good excuse and advance notification.	Occasionally absent without good excuse or notification.	Frequently absent.
9.	Always on time.	Occasionally late but with good excuse.	Occasionally late without good excuse.	Frequently late
10.	Is outstanding in production.	Exceeds average production.	Is average in production.	Should produce better.

Consider quantity and quality in checking production above.

Hand-out III-1-7

INSTRUCTOR'S LESSON PLAN
Generally Related Information

Unit III
Lesson 2

SUBJECT: Getting Along With Co-Workers

OBJECTIVES: The student will list methods of getting along with co-workers.

TEACHING AIDS: Blackboard, hand-outs, movie projector (16 mm), tape recorder, overhead projector, transparencies.

MATERIALS: Film, Personal Qualities for Job Success, State film laboratory.

REFERENCES: Booklet, Getting Along With Others, by Gilbert Wren, Science Research Associates, Inc., 57 Grand Avenue, Chicago, Illinois.

I. PREPARATION (of the learner)

A. Cite case of an employee who has been dismissed for not being able to get along with co-workers.
B. Have students take the Attitudinal Inventory test at the end of this lesson. Refer to Hand-out III-2-1a, III-2-1b.
C. Have students take the Personality Test at the end of this lesson. They can see if they are on the positive or negative side. Refer to Hand-out III-2-2.

II. PRESENTATION (of the information)

INSTRUCTIONAL TOPICS	KEY POINTS (things to remember to do or say)
A. Ways to get along with co-workers.	STRESS: How important it is to get along with your fellow worker? Transparency III-2-3
1. Know your fellow workers.	
2. Be helpful.	
3. Be friendly.	Ask: Do you think it is necessary to get along with your fellow workers? Defend your position.
4. Value your integrity.	
5. Be patient.	
6. Have a sense of humor.	
7. Avoid gossip.	What happens to company morale when co-workers do not get along on the job?
8. Have an interest in others.	
9. Have good manners.	
10. Avoid horseplay.	
11. Do your share of the work.	Refer to Transparency III-2-4.
12. Don't downgrade your fellow workers.	Play tape, Attitude, by Earl Nightengale.
13. Don't pass the buck.	
14. Don't be a solo worker.	Show film, Personal Qualities for Job Success.
15. Don't be a self-centered.	
16. Don't be a "know-it-all".	
17. Stay neutral in disputes.	Discuss the Attitudinal Inventory Test.
18. Leave your personal problems at home.	

III. APPLICATION

A. Have students tell of their conflicts with co-workers and how they solved them.
B. Have students make a list of individual characteristics they consider most important in working with others.
C. Let class discover weak points in student skits, demonstrating poor cooperation with co-workers.

IV. TESTS:

A. List why it is important that you get along with co-workers.
B. List ways of getting along with co-workers.
C. Pass out case on Sour Sue (refer to Hand-out III-2-5) at the end of this lesson. Have students solve this case.

SUGGESTED ACTIVITIES:

A. Invite a supervisor to talk to the class about employee cooperation.
B. Reading: Succeeding in the World of Work, Chapter 4, pp. 79-82.
C. Reading: Getting Along With Others, booklet.

ATTITUDINAL INVENTORY

Because the matter of attitude is the most important of all personal traits, it is important that you take an inventory of your own attitudes toward people and situations. Read each of the following questions and answer honestly. A careful study of your answers can help you to see those areas that need improvement. On a sheet of paper, write the number that represents your answer in this manner. 5-positively yes; 4-mostly yes; 3-undecided; 2-mostly no; 1-positively no. Answer with your first reaction.

1. Do you make new friends easily?
2. Do you refrain from being a "complainer"?
3. Are you careful never to interrupt when another person is speaking?
4. Can you be optimistic when others around are depressed?
5. Do you refrain from boasting or bragging?
6. Do you control your temper?
7. Are you genuinely interested in the other person's point of view?
8. Do you speak well of your employer?
9. Do you keep the same friends for a long time?
10. Do you feel well most of the time?
11. Do you use proper English?
12. Do you keep promises?
13. Are you at ease with the opposite sex?
14. Do you have good table manners?
15. Do you organize your work and keep up with it?
16. Do you get along well with your parents?
17. Do you readily admit your mistakes?
18. Can you be a leader without being "bossy"?
19. Is it easy for you to like nearly everyone?
20. Can you stick to a tiresome task without being prodded?
21. Do you finish each task you begin?
22. Can you realize your weaknesses and attempt to correct them?
23. Can you take being teased?
24. Do you avoid feeling sorry for yourself?
25. Are you courteous to your fellow workers?
26. Are you usually well-groomed?
27. Are you a good loser?
28. Do you enjoy a joke even when it is on you?
29. Do you like children?
30. Do you keep your room in good order?
31. Are you aware of the rules of etiquette?
32. Do you refrain from giving alibis?
33. Are you tolerant of other people's beliefs?
34. Do you respect the opinions of your parents?
35. Do you introduce people easily and correctly?
36. Do you refrain from pouting when things go differently than you like?
37. Are you a good listener?
38. Can you speak before a group without feeling self-conscious?
39. Do you like to attend parties?
40. Are you the kind of friend you expect others to be?

Hand-out III-2-1a

41. Do you accept compliments or gifts graciously?
42. Can you disagree without being disagreeable?
43. Do you like to give parties?
44. Are you on time for engagements?
45. Do you generally speak well of other people?
46. Can you take criticism without being resentful or feeling hurt?
47. Are you careful to pay back all loans, however small?
48. Are you always on time for your appointments?
49. Does your voice usually sound cheerful?
50. Can you work well with those you dislike?
51. Do you contribute to the conversation at the family dinner table?
52. Do you try as hard to get along with your family as with friends?
53. Do you like people who are much older than you?
54. Are you pleasant to others even when you feel "out of sorts"?
55. Are you free from prejudices?

There are 55 questions; a perfect score would be 275. If you rate from:

250 - 275 You're too good to be true.

200 - 249 You're attitude toward others is commendable.

150 - 199 Your attitude needs improvement in certain areas.

Below 150 You need a general overhauling.

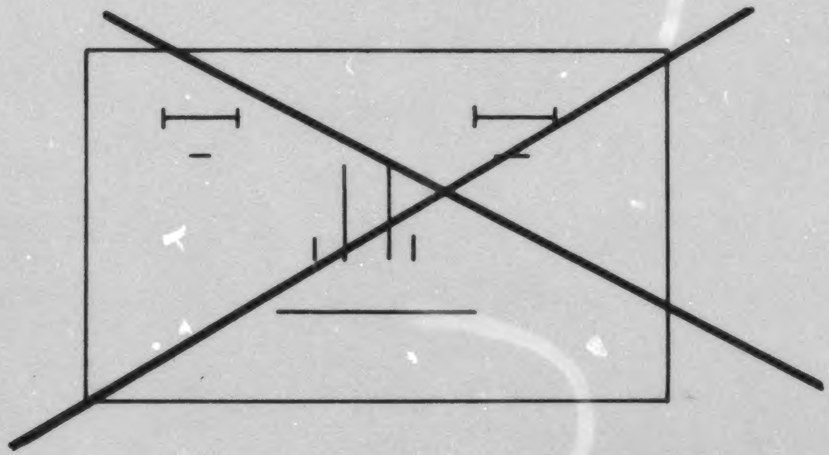
Hand-out III-2-1b

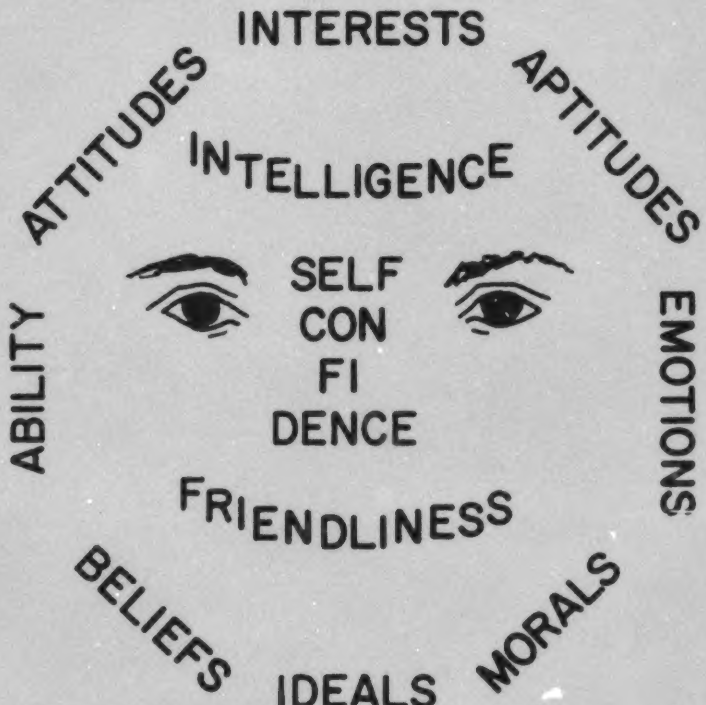
PERSONALITY CHART

If you can work on just one or two areas so that your behavior shows a desirable, positive attitude instead of a negative attitude, the behavior of others toward you will change. People will like you better, and you will like them better. Study the chart below and see where you fit in.

POSITIVE ATTITUDE	NEGATIVE ATTITUDE
1. Smiles easily.	1. Rarely smiles.
2. Willing to change his ideas, dress, and behavior when appropriate.	2. Unwilling to change.
3. Able to see other person's viewpoint.	3. Unable to see the other person's point of view.
4. Almost never complains.	4. Complains about nearly everything.
5. Accepts responsibility for mistakes.	5. Blames others for own mistakes.
6. Seldom criticizes others.	6. Very critical of others.
7. Considers what is good for or helpful to others.	7. Thinks only of himself. "What's in it for me?"
8. Respects the ideas and opinions of others.	8. Tries to force his ideas and opinions on others.
9. Never makes excuses.	9. Always makes excuses.
10. Has a variety of interests.	10. Few interests, is often bored.

PEOPLE ARE NOT SQUARES THEY ARE MANY-SIDED




INTERESTS
APTITUDES
EMOTIONS
MORALS
IDEALS
BELIEFS
ABILITY
ATTITUDES
INTELLIGENCE
SELF CON FI DENCE
FRIENDLINESS

Transparency III-2-3

EMPLOYEES ACT BECAUSE OF *NEEDS*

FIVE BASIC NEEDS:

1. NEED TO BE ALIVE AND STAY ALIVE

2. NEED TO FEEL SAFE

3. NEED TO BE SOCIAL

4. NEED TO FEEL WORTHY AND RESPECTED

5. NEED TO DO THE WORK WE LIKE

SOUR SUE

Sue, 18, is an attractive waitress in a restaurant known for its fine food and excellent service, Sour Sue has a problem--she does not smile easily. She seldom makes mistakes on customers' checks, and the arithmetic is always right. Her co-workers have trouble working with her, and many times they have arguments. This has caused customers to dislike her; therefore, they avoid her. The manager has decided to fire Sue even though she was a good worker. What could she have done to save her job?

SUPPLEMENTAL
TEACHING MATERIALS FOR ICT
GENERALLY RELATED LESSONS

Unit III
Lessons 1 and 2

BOOKS

Andrews, Margaret, *About Him*. Gregg Division, McGraw-Hill, 330 West 42nd Street, New York, New York 10001.

Bailard, Strang, *Ways to Improve Your Personality*. McGraw-Hill 330 West 42nd Street, New York, New York 10001.

Stefflre, Donald L. *Polishing Your Personality*. Keystone Education Press, New York, New York 10001.

BOOKLETS

A Collection of Important Questions and Answers to Everyone. National Research Bureau, 424 North Third Street, Burlington, Iowa, 52601.

What is Honesty? Science Research Associates, Inc., 259 East Erie Street, Chicago, Illinois 60611.

How to Make People Like You. National Research Bureau, Inc., 424 North Third Street, Burlington, Iowa 52601, 20¢.

Understanding Yourself. Science Research Associates, Inc., 259 East Erie Street, Chicago, Illinois 60611, 65¢.

Your Attitude is Showing. Science Research Associates, Inc., 259 East Erie Street, Chicago, Illinois 60611.

FILMS

Effective Criticism. Concerned with skill of taking and giving criticism. 10 minutes, State Film Laboratory.

Improve Your Personality. Shows how personality is developed and controlled. 10 minutes, State Film Laboratory.

Control Your Emotions. Nature endows us at birth with three general patterns of emotional responses--rage, fear, love. 13½ minutes, State Film Laboratory.

By Jupiter. Film on human relations, 27 minutes, State Film Laboratory.

ICT - I

UNIT IV

THE TECHNIQUES OF LEARNING

Lesson 1. How to do Independent Study

Lesson 2. How to Take Good Notes

Lesson 3. How to Study and Take Tests

Lesson 4. Using Reference Books to Write Reports

Developed by

Raymond J. Brylski

and

James W. Gettys

INSTRUCTOR'S LESSON PLAN
Generally Related Information

Unit IV
Lesson 1

SUBJECT: How to do Independent Study

OBJECTIVE: The student will be able to discuss the various methods of obtaining and using outside reference materials for independent study.

TEACHING AIDS: Overhead projector

MATERIALS: Transparencies, examples of study guides, trade magazines, manuals

REFERENCES: Teaching Occupational Skills, Cenci and Weaver, Pittman Publishing Company, New York, New York
Methods of Teaching Shop and Related Technical Subjects, Leighbody and Kidd, Delmar Publishers, Albany, New York

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I. PREPARATION (of the learner)

A study guide is a method of self-teaching. Since all of you are working in different subject areas and different occupations, you will each use outside material to supplement the instruction that your employer and I will give you.

Can any of you tell me some sources of outside material:

Student should discuss:
study guides
trade magazines
dictionaries
service manuals
other reference materials

II. PRESENTATION (of the information)

INSTRUCTIONAL TOPICS	KEY POINTS (things to remember to do or say)
A. Use of A Study Guide	Refer to Transparency IV-1-1 and IV-1-2
1. Preview the material	
a. Overview of the work	Ask: When would a study guide be used?
b. Purpose of the assignment	Choose one student and demonstrate the use of his study guide with the rest of the class observing.
c. Look over the study	
2. Scan the reading	
a. Topics	
b. Section headings	
3. Read	
a. Read assignment.	
b. Read references.	
c. Take notes.	
4. Answer the questions	
a. Read the questions.	
b. Refer to the material.	
c. Answer the questions.	

II. PRESENTATION (continued)

INSTRUCTIONAL TOPICS	KEY POINTS (things to remember to do or say)
B. Instructional Sheets	Explain each type of instructional sheet.
1. Types	
a. Job sheets	Show samples of types of instructional sheets.
b. Operation sheets	
c. Information sheets	
d. Assignment sheets	
2. Use of the Sheets	
a. Notice the type of sheet.	
b. Read introduction.	
c. Gather materials.	
(1) Books	
(2) Tools	
d. Read assignment	
(1) Preview	
(2) Scan	
(3) Answer	
e. Note the references and read.	
C. Magazines, Newspapers, etc.	Show samples of these materials.
1. Types	
a. Newspapers	
b. Magazines	
c. Trade manuals	
d. Service manuals	
e. Technical books	
f. Parts catalogs	
g. Installation guides	
2. Use of:	
a. Scan and list main points covered.	
b. Read and outline.	
c. Question yourself.	
d. Write a short summary.	
3. Sources of Materials	Have students give their answers concerning sources of materials.
a. Unions	
b. Libraries	
c. On the job	
d. Coordinator	
D. Outlining for Related Materials	Refer to Transparency IV-1-3
Chapter headings	
Topics	Ask: What is the reason for using outline form? How many of you know how to use a programmed guide?
(1) Main points	
(2) Bold type	
(3) Italics	
E. Programmed Instruction	Demonstrate how a program guide is used.
1. Read introduction	
2. Read directions.	
3. Follow steps.	
a. Read	
b. Answer questions	
4. Test yourself (if there are no questions available).	

III. APPLICATION

Have students discuss the various types of reference materials and the different places where these reference materials may be obtained. Have them also discuss the ways in which these types of material may be used.

IV. TEST

The student will explain the use of a study guide and one other type of independent study material (in a test situation).

SUGGESTED ACTIVITIES:

Have students bring in various reference materials for the classroom library.

NEXT LESSON: How to Take Good Notes

REASON FOR STUDY

1. BECAUSE STUDYING IS PLANNED LEARNING.

2. THE MORE YOU KNOW, THE MORE YOU CAN DO.

3. YOU NEED TO STUDY TO ACHIEVE YOUR GOALS IN LIFE.

HOW DO WE LEARN?

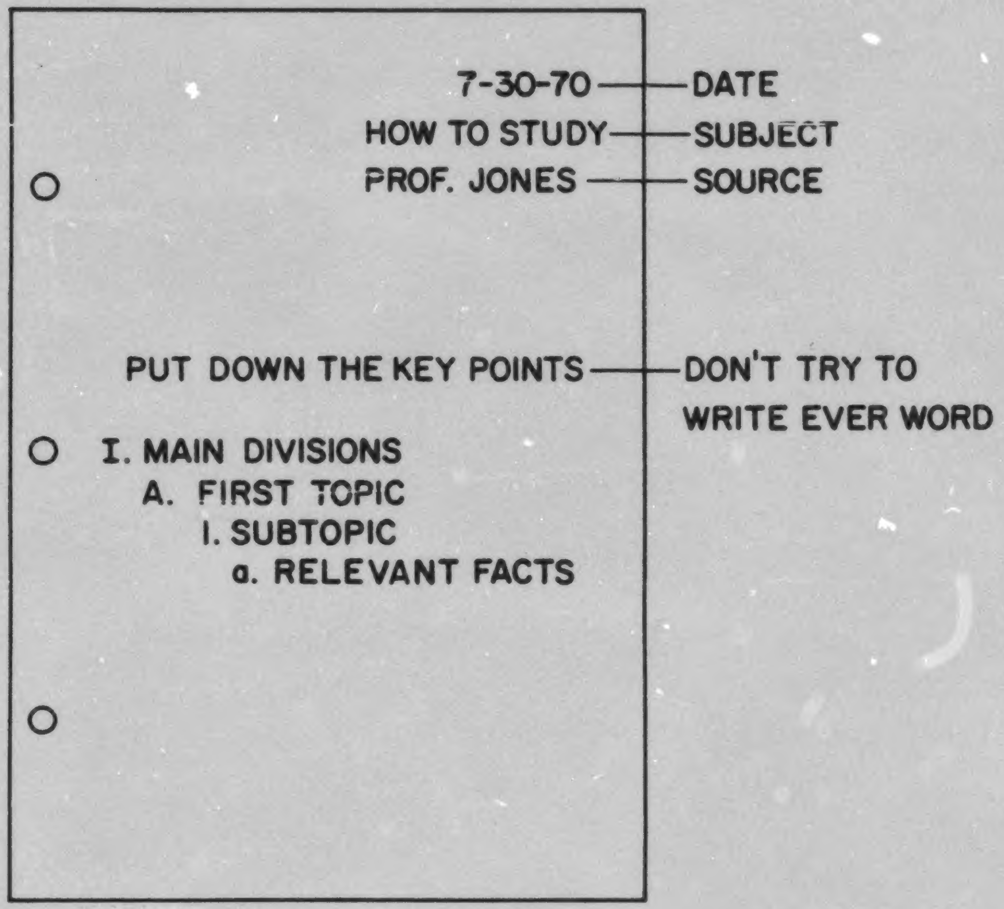
BY USING OUR 5 SENSES

1. SIGHT
2. HEARING
3. TOUCH
4. TASTE
5. SMELL

USE OUTLINE FORM

USE SYMBOLS

ASK QUESTIONS



7-30-70 — DATE

HOW TO STUDY — SUBJECT

PROF. JONES — SOURCE

PUT DOWN THE KEY POINTS — DON'T TRY TO WRITE EVER WORD

I. MAIN DIVISIONS
  A. FIRST TOPIC
    I. SUBTOPIC
      a. RELEVANT FACTS

SUPPLEMENTAL
TEACHING MATERIALS FOR ICT
GENERALLY RELATED LESSONS

Unit IV
Lesson 1

BOOKS

Tips on How To Study. Delmar Publishers, Inc., Albany, New York 12207.

BOOKLETS

How to Study. American Guidance Service, Inc., 770 Washington, S. W., Minneapolis, Minnesota 55401.

How to Study. Channing L. Bete Company, Inc., Greenfield, Massachusetts 01301, 1965.

Your Study Skills. Comet Building, Chicago, Illinois 60607.

FILMS

How to Concentrate. Using demonstrations and audience participation, the following concentration techniques are shown: (1) Looking for answers to questions, (2) Selecting one idea at a time, (3) Avoiding distractions. 10 minutes, 1951, State.

How to Find the Answer. Offers to the student an excellent exercise that can be utilized in solving problems on any subject. 10 minutes, 1949, State.

How to Study. This film is for students who have had study habits and want to improve them. 11 minutes, 1963, color, State.

Improving Study Habits. Covers skills that constitute the first steps in the learning process such as (a) listening, (b) reading, (c) note taking, (d) preparation of written reports. 14 minutes, 1965, State.

Let's Discuss It. An English class analyzes a recent discussion to determine why it was not effective and why it did not produce results desired. 9 minutes, 1959, State.

TRANSPARENCIES

How to Study. Set of 15 transparencies, booklet, binder, etc. Channing L. Bete Company, Inc., 45 Federal Street, Greenfield, Mass. 01301. Cost $50.00 per set in binder; booklet alone 75¢. Coordinator can make his own transparencies.

INSTRUCTOR'S LESSON PLAN
Generally Related Information

Unit IV
Lesson 2

SUBJECT: How to Take Good Notes

OBJECTIVE: Each student will be able to take clear and concise notes.

TEACHING AIDS: Overhead projector, 16 mm projector

MATERIALS: Transparencies, film, Importance of Making Good Notes, 1951, State Film Library Pamphlet

REFERENCES: How to Study, Channing L. Bete Company, Greenfield, Mass. 01301.
How to Study, Science Research Associates, 259 East Erie Street, Chicago, Illinois 60611.

I. PREPARATION (of the learner)

Now that we've talked about some of the aspects of good study habits, let us talk about note taking. Are you all satisfied with your own methods of note taking or are you willing to try some new methods that may improve your notes?

II. PRESENTATION (of the information)

INSTRUCTIONAL TOPICS	KEY POINTS (things to remember to do or say)
A. Personal Diary	Refer to Transparency IV-2-1
1. Helps you concentrate.	
2. Uses three senses.	
a. Hearing	
b. Touch	
c. Sight	
3. Aid to recall when reviewing	
B. Personal System	Expand on the senses and their relation to the retention of knowledge.
1. Abbreviate	
2. Symbolize	
3. Show importance by size	Refer to Hand-out IV-2-2
4. Outline	
5. Write with phrases	
C. How to Listen (TQLR)	Refer to Hand-out IV-2-2
1. Tune in	
2. Question	
3. Listen	
4. Review	
D. Lecture Note-Taking	Have students list on the board the correct procedure for listening. Show film, Importance of Making Good Notes. Have students take notes on film.
1. Keep alert	
2. Pay attention	
3. Write down key words, clues, etc.	
4. Listen	

II. PRESENTATION (continued)

INSTRUCTIONAL TOPICS — KEY POINTS (things to remember to do or say)

E. Reference Note Taking
1. Get overview of the material.
2. Glance at chapter headings.
3. Read summary paragraphs.
4. Notice key points.
5. Read with a purpose.
6. Understand the material before continuing.
7. Outline.
8. Summarize to yourself.
9. Review by recall.

F. Completion of Notes:
Seek clarification from:
1. Lecturer
2. Students
3. Textbook
4. Library

III. APPLICATION

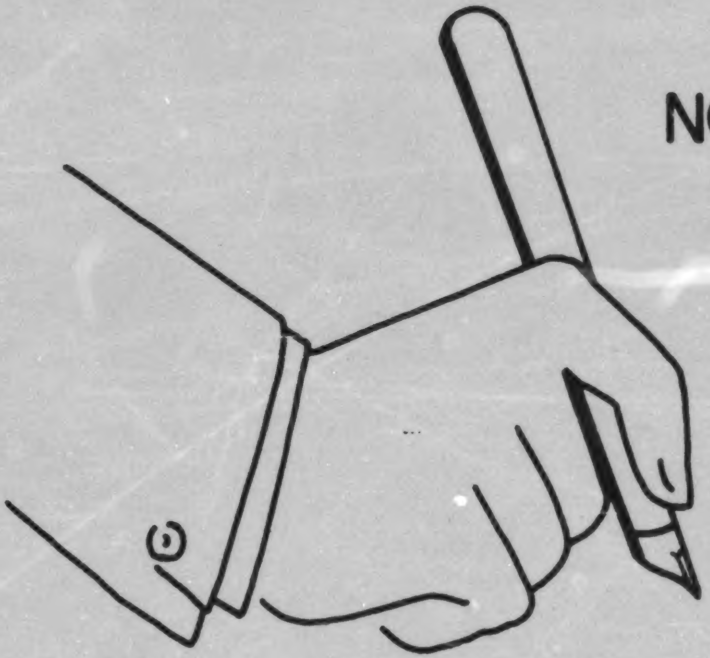
Hand out pamphlet and ask students to take notes. Discuss methods of students' note taking; let them share ideas. Have students take notes on the film.

IV. TEST

Have the students take notes on a short lecture delivered in class. Inform them that they will be quizzed on the material covered. The next day give a short quiz, correct the quiz but do not grade. Compare the mistakes on the quiz with the notes that each student took on the material covered. Discuss this comparison with each student.

SUGGESTED ACTIVITIES: Have students write an essay on the importance of taking good notes.

NEXT LESSON: How to Study and Take Tests



NOTE-TAKING

1. IT'S YOUR PERSONAL DIARY.
2. IT'S AN AID TO RECALL WHEN YOU WANT TO REVIEW.
3. IT HELPS YOU CONCENTRATE.
4. YOU USE 3 SENSES (SIGHT, HEARING AND TOUCH).
5. TAKE NOTES IN CLASS AS WELL AS FROM BOOKS.

DEVELOP YOUR OWN SHORTHAND SYSTEM

Lecture

1. Don't try to write everything down--listen for for KEY POINTS
2. Listen for clues--such as "The four causes were" or "to sum up"
3. If the class gets into discussion just note any major conclusion
4. If it's not important--relax and listen

Reference Material

1. Get the overall picture--what is the author talking about?
2. Take a look at chapter headins AND subjeadings
3. Read last Summary paragraph of each section or chapter to give general idea.
4. Then read for KEY POINTS

SUPPLEMENTAL
TEACHING MATERIALS FOR ICT
GENERALLY RELATED LESSONS

Unit IV
Lesson 2

BOOKS

Peters, Donald L., For Thinking Teens. Richard Rosen Press, Inc., New York, New York 10001.

FILMS

Importance of Making Good Notes. Presents the important skills of good note taking. 10 minutes, 1951, State.

Improving Study Habits. Illustrates the steps in the learning process; careful reading and listening, accurate comprehension and adequate note taking. 14 minutes, color, 1965, State.

Listening Skills - An Introduction. Images suggesting a stream of consciousness vividly illustrate what is going through your mind with what should be going through it while you listen. 11 minutes, color, 1966, State.

INSTRUCTOR'S LESSON PLAN
Generally Related Information

Unit IV
Lesson 3

SUBJECT: How to Study and Take Tests

OBJECTIVE: The student will be able to differentiate between good and poor study habits and develop in using good study habits.

TEACHING AIDS: Overhead projector

MATERIALS: Hand-outs; transparencies; pretest; film, How to Study, 1963, State Film Library

REFERENCES: How to Study, Science Research Associates.
How to Study, Channing L. Bete Company, Greenfield, Mass. 01301, 1965.
Tips on How to Study, Delmar Publishing, Albany, New York.

I. PREPARATION (of the learner)

Today we will discuss a subject which all of you will find interesting and beneficial. Studying is a subject which is the most needed and disliked in high school.

1. What is studying?
2. What is studying for? (Bring up tests.)
3. Why, then, do we study?

Pretest (Refer to Pretest IV-3-1)

II. PRESENTATION (of the information)

INSTRUCTIONAL TOPICS	KEY POINTS (things to remember to do or say)
A. Learning Processes 1. Senses 2. Attitude 3. Alertness	
	You must want to learn if learning is to be effective.
B. Personal Study Plan 1. Physical factors a. Work area b. Study time c. Conditions 2. Personal factors a. Alertness b. Readiness	
C. How to Study (PQ3R Plan) 1. Preview 2. Question 3. Read 4. Review 5. Recite	Refer to Transparency IV-3-2
D. What to do When You Can't Study 1. Move 2. Relax 3. Review	STRESS: A student must be free of all outside distractions, both physical (noise) and mental (worries).

II. PRESENTATION (continued)

INSTRUCTIONAL TOPICS	KEY POINTS (things to remember to do or say)
E. Aids to Study 1. Mental a. Relaxed b. Alert c. Ready	Refer to Transparency IV-3-3
2. Physical a. Rest b. Exercise c. Hygiene d. Meals e. Recreation	Refer to Transparency IV-3-4
F. Learning 1. Use what you learn 2. Tie in your studies with your life 3. Be self-critical 4. Take criticism 5. Help others learn	Refer to Transparency IV-3-5 and IV-3-6
G. Before Studying for a Test 1. Challenge yourself 2. Guess at the questions to be asked	STRESS: Importance of good preparation before actually studying for a test.
3. Review notes 4. Look up unclear points 5. Reread 6. Memorize by recitation 7. Be able to explain the material	Refer to Transparency IV-3-7
H. During the Test 1. Relax 2. Read directions 3. Scan the test 4. Read questions 5. Think 6. Outline the answer 7. Write	STRESS: Factors to take into consideration during a test.
I. After the Test 1. Read comments 2. Restudy wrong answers	

III. APPLICATION

Have the student work on a self-study plan for all subjects. Review tests.

IV. TEST

Have the students list five points to be aware of in a test. Then present to the student several different study situations and have hime rate each and correct the poor situations.

Refer to Hand-out IV-3-8

SUGGESTED ACTIVITIES:

Have students complete Hand-out IV-3-9 from the text page 86, Succeeding in the World of Work.

NEXT LESSON: Using Reference Books to Write Reports

HOW TO STUDY

1. What is the importance of review? Answer: Without review, material which has been covered can be easily forgotten. Review fixes this material in the learner's mind.

2. Why is it necessary to form good study habits? Answer: Without good study habits one will waste much time and one's study effort won't be effective.

3. What are the steps to effective study? Answer: Preview the material to be covered; question yourself on the material; read the material carefully; review the material; recite what you have learned.

4. What are some of the things that hinder studying for teenagers: Answer: other activities; no time to yourself to study; interest in other things.

5. Make a list of poor study habits which you commonly practice:
   Answer:
   a. Studying with radio or T.V. on.
   b. Studying with a group where concentration is hard.
   c. Studying at the last minute.
   d. Staying up too late before a test.

PLAN YOUR STUDY

ASSIGNMENT TO DO	DATE DUE	ESTIMATED HOURS NEEDED	DATES TO STUDY	
			AT SCHOOL	AT HOME

GIVE YOURSELF PLENTY OF TIME

Transparency IV-3-2

IMPORTANT TO HAVE THE RIGHT STUDY SETTING

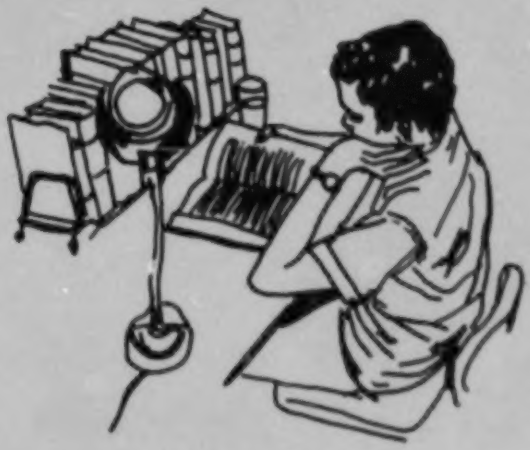
KEEP REGULAR STUDY HOURS AT HOME
AS WELL AS SCHOOL

ASSEMBLE NEEDED MATERIALS

CLEAN WORKING AREA

BE COMFORTABLE

KEEP IT QUIET



Transparency IV-3-3

TO KEEP FROM GETTING BOGGED DOWN

1. PLENTY OF SLEEP
2. PLENTY OF EXERCISE
3. REGULAR MEALS
4. PLAY HARD, STUDY HARD
5. HAVE A REGULAR CHECK-UP

Transparency IV-3-4

DOING IS IMPORTANT TO INCREASE LEARNING

1. TRY TO USE WHAT YOU LEARN AS SOON AND AS OFTEN AS POSSIBLE
2. TRY TO TIE-IN YOUR STUDIES WITH INTEREST
3. BE SELF-CRITICAL
4. TAKE CRITICISM
5. HELP OTHERS

YOUR ATTITUDE OF MIND

DO YOU WANT
TO LEARN

IF YOU WANT TO LEARN---

THINK POSITIVELY

1. MAKE LEARNING A GAME
2. BE ALERT
3. BE IN THE RIGHT FRAME OF MIND

Transparency IV-3-6

SO YOU ARE GOING TO TAKE A TEST !

1. WHAT TO DO BEFORE THE TEST
    - A. CONSIDER IT A GAME
    - B. TRY TO GUESS THE QUESTIONS
    - C. REVIEW YOUR NOTES
    - D. LOOK UP POINTS NOT CLEAR

2. WHAT TO DO DURING THE TEST
    - A. RELAX AND FORGET OTHER PEOPLE
    - B. READ DIRECTIONS CAREFULLY
    - C. READ THE ENTIRE TEST FIRST
        - --TO BUDGET YOUR TIME
        - --TO AVOID DUPLICATION
    - D. COVER ALL POINTS ASKED FOR
    - E. THINK BEFORE YOU WRITE
    - F. LEAVE TIME TO GO OVER YOUR PAPER

3. WHEN YOU GET YOUR TEST BACK
    - A. READ ALL COMMENTS AND CORRECTIONS SO YOU WON'T MAKE THE SAME MISTAKE AGAIN.

Transparency IV-3-7

PROJECT

Set up a time schedule using all hours of the day that you are awake and incorporate in this schedule a study-time allotment for all of your classes. Take into consideration all hours involved and all activities participated in.

7:00 a.m.
8:00 a.m.
9:00 a.m.
10:00 a.m.
11:00 a.m.
12:00 noon
1:00 p.m.
2:00 p.m.
3:00 p.m.
4:00 p.m.
5:00 p.m.
6:00 p.m.
7:00 p.m.
8:00 p.m.
9:00 p.m.
10:00 p.m.
11:00 p.m.

5-MINUTE TIMED TEST ON FOLLOWING DIRECTIONS

How well do you follow directions? You should be able to complete all the things required in five minutes by following the directions below. Your teacher may wish to time you to see who can finish first, second, etc., so close your book to show when you have completed all the work.

Do not begin until your teacher says "go", then follow directions exactly as given. You will need one sheet of notebook paper.

1. Read all directions before doing anything.
2. On a sheet of notebook paper, write your name in the upper right corner.
3. Number from 1 to 7, leaving three blank lines between each number.
4. Draw five small squares beside the number 1 on your paper.
5. Put an "X" in each square beside number 1.
6. Put a circle around the number 2 on your paper.
7. Count the number of pages in Chapter 4 of this book and write the answer beside number 3 on your paper.
8. Multiply the answer above by your age.
9. Say your name out loud.
10. Beside number 4, write today's date.
11. Beside number 5, write the city and state where you were born.
12. Count the number of persons in the room and write the answer beside number 6.
13. Say, "I have reached number 13, and I am following directions carefully."
14. Now that you have completed the reading, omit all directions except the first two.

SUPPLEMENTAL
TEACHING MATERIAL FOR ICT
GENERALLY RELATED LESSONS

Unit IV
Lesson 3&4

BOOKS

Norgaard, Margaret. A Technical Writer's Handbook, Harper and Brothers, New York, 1959.

Peters, Donald L. For Thinking Teens, Richard Rosen Press, Inc., New York.

BOOKLETS

Staton, Thomas F. How To Study, Distributed by author, P. O. Box 6133, Montgomery, Alabama 36106, 1968.

Millman, Jason and Walter Pank. How To Take Tests, McGraw-Hill Book Company, New York, 1969.

INSTRUCTOR'S LESSON PLAN
Generally Related Information

Unit IV
Lesson 4

SUBJECT: Using Reference Books to Write Reports

OBJECTIVE: The student will be able to make use of reference materials to write a research paper.

MATERIALS: Card from the card catalog, Reader's Guide hand-outs, Encyclopedia Britannica, Yearbook, atlas, dictionaries

REFERENCES: Harbrace College Handbook, Hodges and Whitten, Harcourt Brace Jovanovich Inc., 757 3rd Avenue, New York, New York 10017.

SPEAKER: Librarian

I. PREPARATION (of the learner)

Explain that in VICA the student will be required to write an essay and make an occupational scrapbook.

Pretest (Refer to Pretest IV-4-1)

II. PRESENTATION (of the information)

INSTRUCTIONAL TOPICS	KEY POINTS (things to remember to do or say)
A. Know Your Subject 1. Read 2. Research	STRESS: The importance of knowing your subject.
B. Reference Books 1. Encyclopedias 2. Yearbooks 3. Almanacs 4. Dictionaries 5. Atlases 6. Indexes 7. Bibliographies 8. Catalogs 9. Directories	Show and discuss all types of reference books
C. Finding Library Books 1. Card file 2. Call numbers 3. Locating books 4. Index 5. Table of contents	Ask librarian to explain library book system to the students.
D. Finding Magazines 1. Reader's Guide 2. Index a. Author b. Subject c. Title 3. Magazine name 4. Volume 5. Page 6. Date	Ask librarian to explain magazine filing system to students.

II. PRESENTATION (continued)

INSTRUCTIONAL TOPICS	KEY POINTS (things to remember to do or say)
E. Reference List for Report 1. Find material. 2. List titles.	
F. Notes 1. Pick titles to read. 2. Read and take notes. 3. Arrange notes.	
G. Outline Decide on main points to be covered in the report	STRESS: The main points to be covered in a report
H. Rough Draft 1. Footnotes 2. Reread 3. Rethink 4. Rewrite	
I. Final Draft 1. Final outline 2. Check spelling 3. Grammar 4. Punctuation 5. Sentence structure	STRESS: The importance of the five factors involved in producing a final draft.

III. APPLICATION

Have the students prepare an essay or report and discuss their work in class. The report may be on their occupations.

IV. TEST

The student will outline the possible sources of material for the report that he has completed for the application step.

NEXT LESSON: Writing Technical Reports

PRETEST

Name at least ten sources of references to use in writing reports.

Answers

1. encyclopedias
2. yearbooks
3. almanacs
4. dictionaries
5. atlases
6. indexes
7. bibliographies
8. catalogs
9. city directories
10. telephone directories

ICT - I

UNIT V

ON-THE-JOB COMMUNICATION

Lesson 1. Public Speaking

Lesson 2. Listening Skills

Lesson 3. Correct Telephone Use

Developed by

Billy Fowler

and

Richard L. Waddell

INSTRUCTOR'S LESSON PLAN

Generally Related Information

Unit V
Lesson 1

SUBJECT: Public Speaking

OBJECTIVE: *Students will be able to* give a speech on his job, ICT, or VICA which will be a minimum of three minutes.

TEACHING AIDS: Tape recorder, overhead projector and video-tape machine.

MATERIALS: Hand-outs, recordings and transparencies

REFERENCES: How to Talk More Effectively, American Technical Society, 848 East 58th Street, Chicago, Illinois.

I. PREPARATION (of the learner)

For information and impromptu speaking, give students 3 X 5 cards with short topics on them.

Ask students the importance of being able to give a speech.

1. Where are some places you might give a speech?
2. How can ability to speak well help you on the job?

II. PRESENTATION (of the information)

INSTRUCTIONAL TOPICS	KEY POINTS (things to remember to do or say)
A. Suggestions for a Successful Speech	Draw suggestions from students and list them on the board.
1. Know your audience	
a. Don't memorize	
b. Make outline	Have students hand in an outline of a speech.
2. Know your subject well	
3. Have a good eye contact	
4. Speak loudly and clearly	Refer to Transparency V-1-1
5. Show enthusiasm	
6. Be moderate in movement	
7. Use gestures for emphasis	
8. Involve audience	
9. Have good posture	
10. Be dressed properly	
B. Reasons for Speech	Discuss the type of speeches
1. To interest	1. Informative
2. To inform	2. Persuasive
3. To stimulate	
4. To convince	
5. To persuade	
C. Content of Speech	STRESS: These supplements:
1. Speaker should be familiar with subject	1. Illustrations 2. Comparisons and contrasts
2. Speaker should use reference materials to supplement his speech	3. Specific instances 4. Facts and figures
3. The speech should contain	
a. Controlling idea	
b. Well-written body	

II. PRESENTATION (continued)

INSTRUCTIONAL TOPICS	KEY POINTS (things to remember to do or say)
C. Content of Speech (continued) 4. It should be concrete 5. It should be argumentative as well as persuasive	
D. Characteristics of a Successful Speaker 1. Quality of vocabulary 2. Friendly 3. Firmness 4. Correlate the subject with the audience 5. Regard for listeners	Draw suggestions from students and list them on the board. Show students how to use visual aids to emphasize the speech.

III. APPLICATION

Play recording made of a speaker and let students point out the good and bad points of the speech. Using hand-out V-1-2 have student practice rate of speaking and articulation.

IV. TEST

Each student will prepare and present a speech on some phase of his job, VICA or ICT. He will be evaluated both by the coordinator and students. Evaluation forms will be used. Tape each student's speech and replay it.

SUGGESTED ACTIVITIES

Have experienced speaker talk. After he leaves, have the students evaluate his talk.

Have the better speakers to enter the VICA speech contests.

NEXT LESSON: Listening Skills

——DRESS ACCORDING TO AUDIENCE

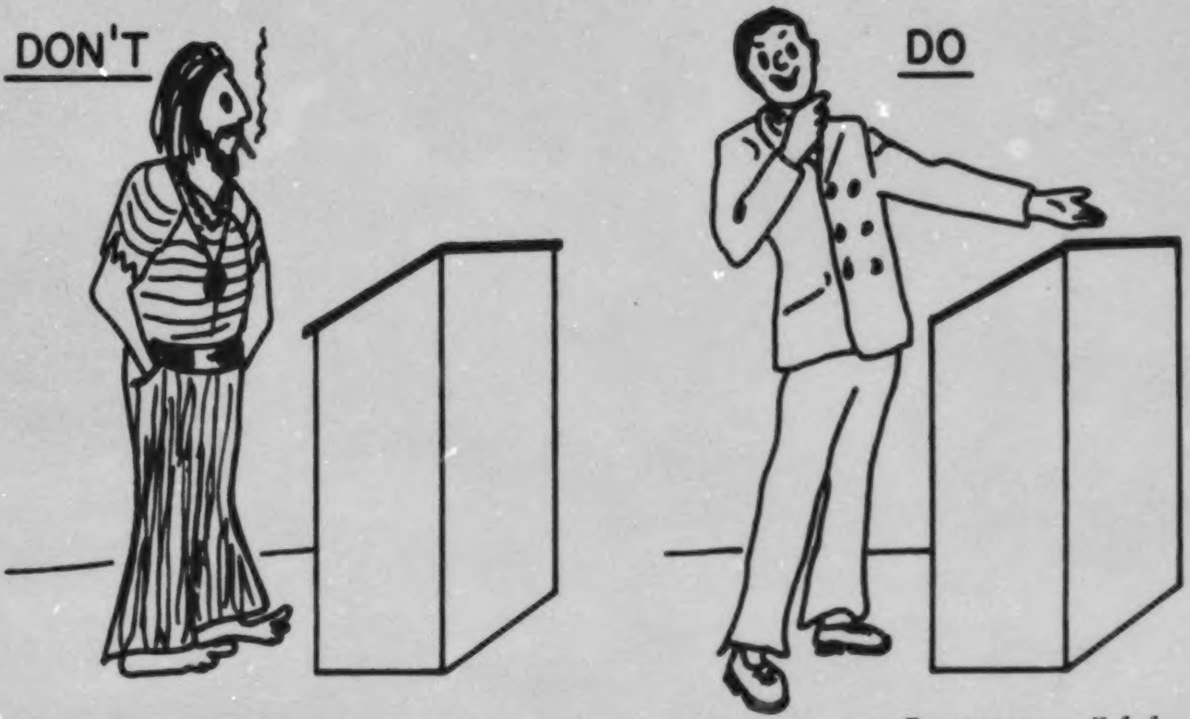
——HAVE GOOD EYE CONTACT

——SPEAK LOUDLY AND CLEARLY

——SHOW ENTHUSIASM

——GESTURE FOR EMPHASIS

——INVOLVE THE AUDIENCE



Transparency V-1-1

RATE OF SPEAKING

Read the following passage aloud in your normal speaking voice. Time yourself.

Mr. Carter? Charles Moore, of Olson Sporting Goods. Nice to be talking with you again. Say, I've been reading that you have been having some weather up there. I hope you're getting the ice shack ready. It won't be long at that rate. Mr. Carter, I have some especially good news for you today. Olson has taken on a line of ski mittens that are unbelievably warm. I tell you; they're like wearing stoves. They are the first in the industry, Mr. Carter, and we are calling to make sure that you will be well stocked to meet the demand that is expected. The manufacturer is putting on a special advertising and promotion campaign that should be a real boon to your sale of ski equipment, and a full color ad in four national ski magazines for October and November.

ARTICULATION PRACTICE

Read the passage aloud in 90 seconds without stumbling, mumbling, or slurring.

Once upon a time there lived in the San Fernando Valley a boy by the name of Theophilus Thistle who was a successful thistle sifter. Next door to the thistle sifter, Theophilus, lived another boy, Peter Piper, the pickled pepper picker. Unfortunately, Theophilus Thistle often thrust three thousand thistles through the thick of his thumb and Peter, while picking peppers, often got pickled himself. One afternoon, after picking a peck of pickled peppers and becoming quite pickled, Peter wandered down to the beach of Santa Monica (to do a little surfing), and there he met the girl of this story. Now for the sake of simplicity, we shall call the girl "She". She sold sea shells by the seashore and Peter, the pickled pepper picker, often purchased the sea shells and they became quite good friends. As time passed, their friendship grew and they were finally married. Peter Piper picked Theophilus Thistle to be his best man. Theophilus Thistle said he gladly would. The day of the wedding, Woe! Theophilus Thistle, who was really a very successful thistle sifter, thrust three thousand thistles through the thick of this thumb. But Peter, who wasn't pickled, and She, who wasn't selling sea shells, got married anyway. And they lived happily evermore.

SUPPLEMENTAL
TEACHING MATERIALS FOR ICT
GENERALLY RELATED LESSONS

Unit V
Lesson 1

BOOKS

Bordeaux, Jean, How to Talk More Effectively. American Technical Society, 848 East 58th Street, Chicago, Illinois 60637

McCall, Roy C., Fundamentals of Speech. MacMillian Company, New York 10001

Wiksley, Wesley, Oral Communication. MacMillian Company, New York 10001.

Zetler, Robert L., Successful Communication in Science and Industry, Writing, Reading, and Speaking. McGraw Hill, Industrial Education Materials, Manchester Road, Manchester, Missouri 63011

FILMS

Fundamentals of Public Speaking. Importance of public speaking in everyday life is presented in a typical school situation. 10 minutes, 1950, State.

Getting Yourself Across. Shows the role of the speaker's personality in getting ideas across to the audience. 21 minutes, color, 1968; available, State.

How to Conduct a Discussion. Clearly explains some of the basic principles of methods which discussion leaders can use in order to insure effective and satisfying discussions. 25 minutes, 1952, State.

Language and Communication. Gives understanding of our heritage of spoken and written language and it's role in the communication of ideas. 16 minutes, color, 1966, State.

Say What You Mean. Dramatizes events in life of a student. It shows how to choose language that clearly states an idea. 20 minutes, 1959; available, State.

Speech-Planning Your Talk. Emphasizes the importance of knowing what you are going to say and saying it. 10 minutes, 1952, State.

TRANSPARENCIES

Communication Process. Considers speech mechanism, outlining and inter-relationships of audience and speaker. Visual Products Division, 3M Company, 3M Center, St. Paul, Minnesota 55101.

Oral Communications. Teacher directed text plus 20 visuals. Visual Product Division, 3M Company, 3M Center, St. Paul, Minnesota 55101.

INSTRUCTOR'S LESSON PLAN
Generally Related Information

Unit V
Lesson 2

SUBJECT: Listening Skills

OBJECTIVE: Students will be able to list the facts in becoming a good listener.

TEACHING AIDS: Tapes from Educational Progress Corporation, tape recorder, chalkboard.

MATERIALS: Record by Dr. Ralph Nichols, "Listening is Good Business," University of Minnesota.

REFERENCES: How To Study, C. T. Morgan and J. Dese, McGraw-Hill Book Company, Inc., New York, New York.
Listening Tapes, Educational Progress Corporation, 8538 East 41st Street, Tulsa, Oklahoma 74145.

I. PREPARATION (of the learner)

Whisper a simple sentence and a rumor to a student and then let him whisper it to another student. Then let this student whisper it to another student and see how it changes before it comes back to the teacher.

II. PRESENTATION (of the information)

	INSTRUCTIONAL TOPICS	KEY POINTS (things to remember to do or say)
A.	What are some of the results of poor listening? 1. Bad communication 2. Accidents 3. Bad morale	Lecture and discuss effects of poor listening.
B.	What have studies revealed about listening? 1. You can comprehend at about 3 times normal conversation speed. 2. Skills can be taught. 3. 30% of the time in a day is spent in listening. 4. Listening skills need to be improved.	STRESS: The advantages of good listening.
C.	Some Implications in Business 1. Workers communicate better horizontally.	Discuss effects of business due to bad communication.
	2. Workers want a manager to be a good listener.	Cite some examples.

II. PRESENTATION (continued)

INSTRUCTIONAL TOPICS	KEY POINTS (things to remember to do or say)
D. Hints for Listening Correctly 1. Think ahead and guess what speaker is working toward. 2. Try to identify with what the speaker has to say. 3. Be mentally active. 4. Listen for ideas; not facts. 5. Don't make an outline for every presentation which you hear. 6. Pay attention. 7. Get a central idea. 8. Switch off emotional attitudes.	Refer to Hand-out V-2-1

III. APPLICATION

Play record "Good Listening is Business" by Dr. Ralph Nichols

IV. TEST

Students will list five good listening habits and explain why they are helpful.

SUGGESTED ACTIVITIES: Encourage students to use the hints they learned in other classes.

NEXT LESSON: Correct Telephone Use

KEYS TO GOOD LISTENING

LIMIT YOUR OWN TALKING

You can't talk and listen at the same time.

THINK LIKE THE CUSTOMER

His problem and needs are important. . . and you'll understand and retain them better if you keep his point of view.

ASK QUESTIONS

If you don't understand something . . . or feel you may have missed a point . . . clear it up now before it embarrasses you later.

DON'T INTERRUPT

A pause . . . even a long pause . . . doesn't always mean he has finished saying everything that he wants to.

CONCENTRATE

Focus your mind on what he's saying. Practice shutting out outside distractions.

TAKE NOTES

This will help you remember important points. But . . . be selective. Trying to note down everything he says can result in being left far behind or in retaining irrelevant details.

LISTEN FOR IDEAS . . . NOT JUST WORDS

You want to get the whole picture . . . not just isolated bits and pieces.

INTERJECTIONS

An occasional, "Yes," . . . "I see". . . shows the customer you're still with him . . . but don't overdo or use it as a meaningless comment.

TURN OFF YOUR OWN WORRIES

This isn't always easy . . . but personal fears, worries, problems not connected with contact, form a kind of "static" than can blank out the customer's message.

PREPARE IN ADVANCE

Remarks and questions prepared in advance . . . when possible . . . free your mind for listening.

REACT TO IDEAS . . . NOT THE PERSON

Don't allow irritation at things he may say . . . or at his manner . . . to distract you.

DON'T ARGUE MENTALLY

Keep your mind on his point of view; too much mental arguing will surface in the way you respond back.

DON'T JUMP TO CONCLUSIONS

Avoid making unwarranted assumptions about what the customer is going to say . . . or mentally trying to complete his sentences for him.

SUPPLEMENTAL
TEACHING MATERIALS FOR ICT
GENERALLY RELATED LESSONS

Unit V
Lesson 1 & 2

BOOKS

Bryant, Donald C., Oral Communication. Appleton-Century-Crofts, New York, New York, 10001, 1962.

Zetler, Robert L., Successful Communication in Science and Industry--Writing, Reading, and Speaking. McGraw Hill, Industrial Education Materials, Manchester, Missouri 63011.

BOOKLETS

Magic of Your Telephone. Its uses in modern living. Available from local Bell Telephone Company, free.

Win More Friends by Telephone. Available at the American Telephone and Telegraph Company.

FILMS

Correct Telephone Usage. Fundamentals in efficient handling of telephone calls. 19 minutes, $3.50, Business Education Films, Brooklyn, New York 11201.

Making Yourself Understood. It helps the person who wants to be understood, 14 minutes, 1954, State.

Perception and Communication. This film is a series of concrete examples of how human perceptions affect the communication process and the individual's concept of reality. 32 minutes, color, 1967, State.

Speech-Effective Listening. Demonstrates the importance of good listening in the communications process. 15 minutes, 1960, State.

PAMPHLETS

Communication Skills. Win more friends by telephone. Available at your local C and P Office.

INSTRUCTOR'S LESSON PLAN
Generally Related Information

Unit V
Lesson 3

SUBJECT: Correct Telephone Use

OBJECTIVE: Students will be able to identify the proper techniques for use of a telephone.

TEACHING AIDS: Telephone

MATERIALS: Hand-outs, pamphlets, telephone skits, films: If an Elephant Answers, C & P Telephone Company, film library.

REFERENCES: Communication Skills: Win More Friends by Telephone, available from C & P Telephone Company
Bryant, Donald C., Oral Communications. Appleton-Century-Crofts, New York.
C & P Film Library, Richmond, Virginia, 800-522-3881

I. PREPARATION (of the learner)

Use some type of demonstration to illustrate point or tell a story and discuss.

II. PRESENTATION (of the information)

INSTRUCTIONAL TOPICS	KEY POINTS (things to remember to do or say)
A. Importance of Good Manners	Lecture and discussion (by local phone representative if possible).
1. You are representing your business; much business is done by phone.	Refer to Transparency V-3-1
2. Promotes future relationships	
3. Telephone calls interrupt a person's thoughts and work.	
4. Calls take time; good telephone manners make up for inconveniences which may have been caused by interruptions.	
B. Preparation and Making the Call	Role-play skit on correct procedure.
1. Organize conversation before calling	Lecture and discussion.
a. Provides a basis to begin and end the call.	Role-play skit.
b. Jot down notes to remember.	
c. Let party know what you are going to talk about so a cutting point for the talk can be established.	

II. PRESENTATION (continued)

INSTRUCTIONAL TOPICS	KEY POINTS (things to remember to do or say)
C. Receiving a Call 1. Answer promptly.	Lecture and discussion
2. Identify yourself and company or agency. 3. Attempt to give the caller full attention. 4. Direct call to someone else. a. Assure caller that the party is available. b. Ask him to wait a moment. 5. If a party is not available, take a message as follows: a. Name of caller b. Number and extension c. City and state (long distance) d. Nature of message e. Action requested f. Number of long distance operator g. Date and hour of call	Role-play skit.
D. Voice is important in making yourself understood. 1. Soft or high voice	List and discuss important ones.
2. Mouth too close or too far from mouthpiece	Refer to Transparency V-3-2
3. Poor enunciation of words	

III. APPLICATION

Role playing skits from local telephone company on how to properly make and receive calls.

Have students look for points which were learned during presentation.

IV. TEST

Identify ten common errors in telephone usage and correct them.

SUGGESTED ACTIVITIES: Practice proper manners when using phone and invite a telephone company representative to conduct telephone demonstrations in the classroom.

NEXT LESSON: Federal, State, and Local Tax Systems

THERE IS ALWAYS TIME FOR COURTESY

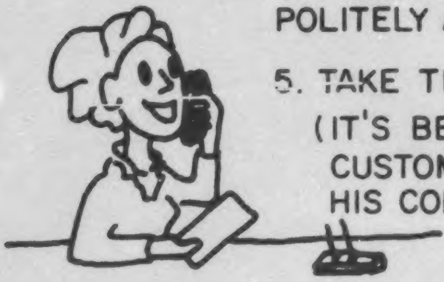
1. GREET THE CALLER PLEASANTLY.
(BE ENTHUSIASTIC AND SINCERE)

2. USE THE CUSTOMER'S NAME...
(THE SWEET MUSIC OF A PERSON HEARING HIS OWN NAME)

"YES, MR. JONES"

3. TRY TO VISUALIZE THE PERSON.
(SPEAK TO THE PERSON, NOT AT THE TELEPHONE)

4. BE ATTENTIVE.
(THE OTHER PERSON WILL APPRECIATE YOUR LISTENING POLITELY AND ATTENTIVELY)

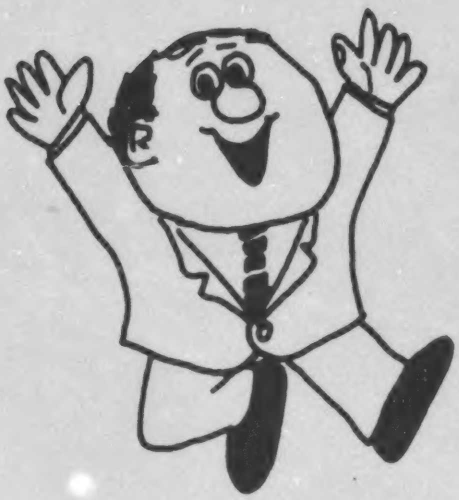


5. TAKE THE TIME TO BE HELPFUL.
(IT'S BETTER TO SPEND SECONDS KEEPING A CUSTOMER HAPPY THAN MONTHS REGAINING HIS CONFIDENCE)

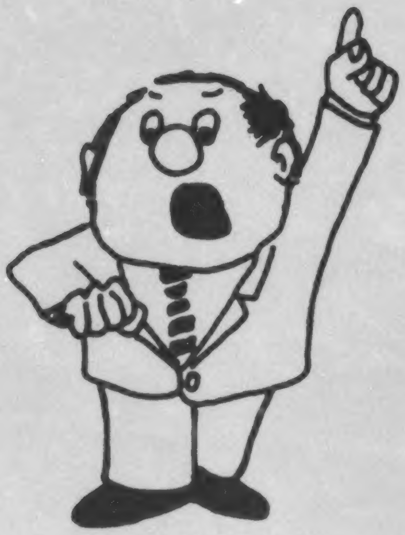
6. APOLOGIZE FOR ERRORS OR DELAYS.
(THINGS DO NOT ALWAYS GO RIGHT, SO BE GENUINELY SINCERE AND YOU WON'T SOUND PHONY)

7. SAY "THANK YOU" AND "YOU'RE WELCOME".
(COURTESY ON THE TELEPHONE USUALLY MEANS COURTESY IN BUSINESS)

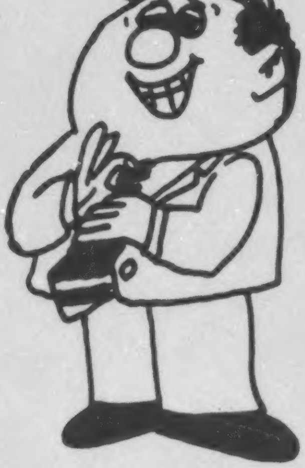
QUALITIES OF A GOOD VOICE



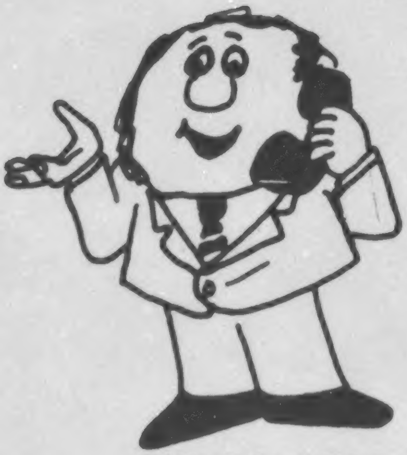
ALERTNESS
(BE WIDE-AWAKE)



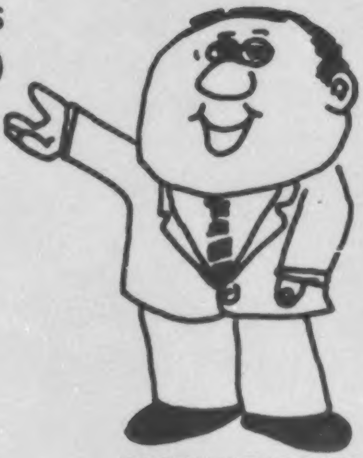
EXPRESSIVENESS
(BE DIRECT)



PLEASANTNESS
(BE FRIENDLY)



NATURALNESS
(BE YOURSELF)



DISTINCTNESS
(BE CLEAR)

Transparency V-3-2

ICT - I

UNIT VI

INCOME TAX

Lesson 1. Federal, State, and Local Tax Systems

Lesson 2. Filling out Federal, State, and Local Tax Forms

Developed by

Gene A. Nugent

and

Charles R. Dykes

INSTRUCTOR'S LESSON PLAN
Generally Related Information

Unit VI
Lesson 1

SUBJECT: Federal, State, and Local Tax Systems

OBJECTIVE: The student will be able to differentiate between various types of taxes.
The student will be able to explain where tax money comes from and how it is spent.

TEACHING AIDS: Overhead projector, blackboard

MATERIALS: Understanding Taxes, Publication #21, Internal Revenue Service, Washington, D. C., transparencies, and hand-outs.

REFERENCES: Teachers' Guide for Understanding Taxes used with Publication #21, Internal Revenue Service, Washington, D. C. 20224.

I. PREPARATION (of the learner)

Refer to pretest VI-1-1 and discuss

II. PRESENTATION (of the information)

INSTRUCTIONAL TOPICS	KEY POINTS (things to remember to do or say)
A. Taxes	Derive from group
1. Definition	
2. Purpose	STRESS: Definition from Webster's dictionary.
a. Raise revenue	
b. Protection	
	Refer to Transparency VI-1-2
B. Classification of Taxes	Point out that taxes are to pay the expenses of operating government.
1. Progressive	
2. Regressive	
	Refer to Hand-out VI-1-3 and discuss
	Refer to Hand-out VI-1-4
	Discuss: call for examples of each classification from group.
C. Types of Taxation	Refer to Hand-out VI-1-4 and discuss
1. Direct	
a. Inheritance and gift tax	Develop list of examples from group and put on board.
b. General sales tax	
c. Excise tax	
d. Property tax	
e. Social security tax	
f. Income tax	
2. Indirect	
a. Estate tax	
b. Import tax	

II. PRESENTATION (continued)

INSTRUCTIONAL TOPICS	KEY POINTS (things to remember to do or say)
D. Types of Taxes	Define and discuss
1. Federal	
a. Income	Call for examples from the group.
b. Estate	
c. Import	
d. Excise	
e. Inheritance	
2. State	
a. Income	
b. Sales	
c. Estate	
d. Inheritance	
3. Local	
a. Property	
b. Sales	
c. Capitation	
E. Where Your Tax Money Goes	Refer to Hand-out VI-1-5
1. Defense - 43%	
2. Internal affairs - 2%	Point out the larger spending areas.
3. Veterans - 4%	
4. Interest - 7%	
5. Space research - 2%	
6. Health and welfare - 26%	
7. Education - 4%	
8. Community development - 1%	
9. Transportation - 4%	
10. Agriculture - 3%	
11. National resources - 1%	
12. General government - 2%	
F. Sources of Federal Income	Refer to Transparency VI-1-6
1. Individual income taxes - 46%	
2. Corporation Income taxes - 20%	
3. Social insurance and retirement - 21%	
4. Excise taxes - 8%	
5. Other - 5%	

III. APPLICATION

Question:
If you had $40 for a salary; how much would have been withheld for taxes?

Question:
Do we really need so many taxes?

IV. TEST

Students define terms pertaining to the various types of taxes.
Students list the ways in which his tax money is spent.

SUGGESTED ACTIVITY:

Have students read the tax section of Succeeding in the World of Work.
Have students read the introduction to Understanding Taxes.

NEXT LESSON: Filling out Federal, State, and Local Tax Forms

PRETEST

1. Name the deductions from your pay check.

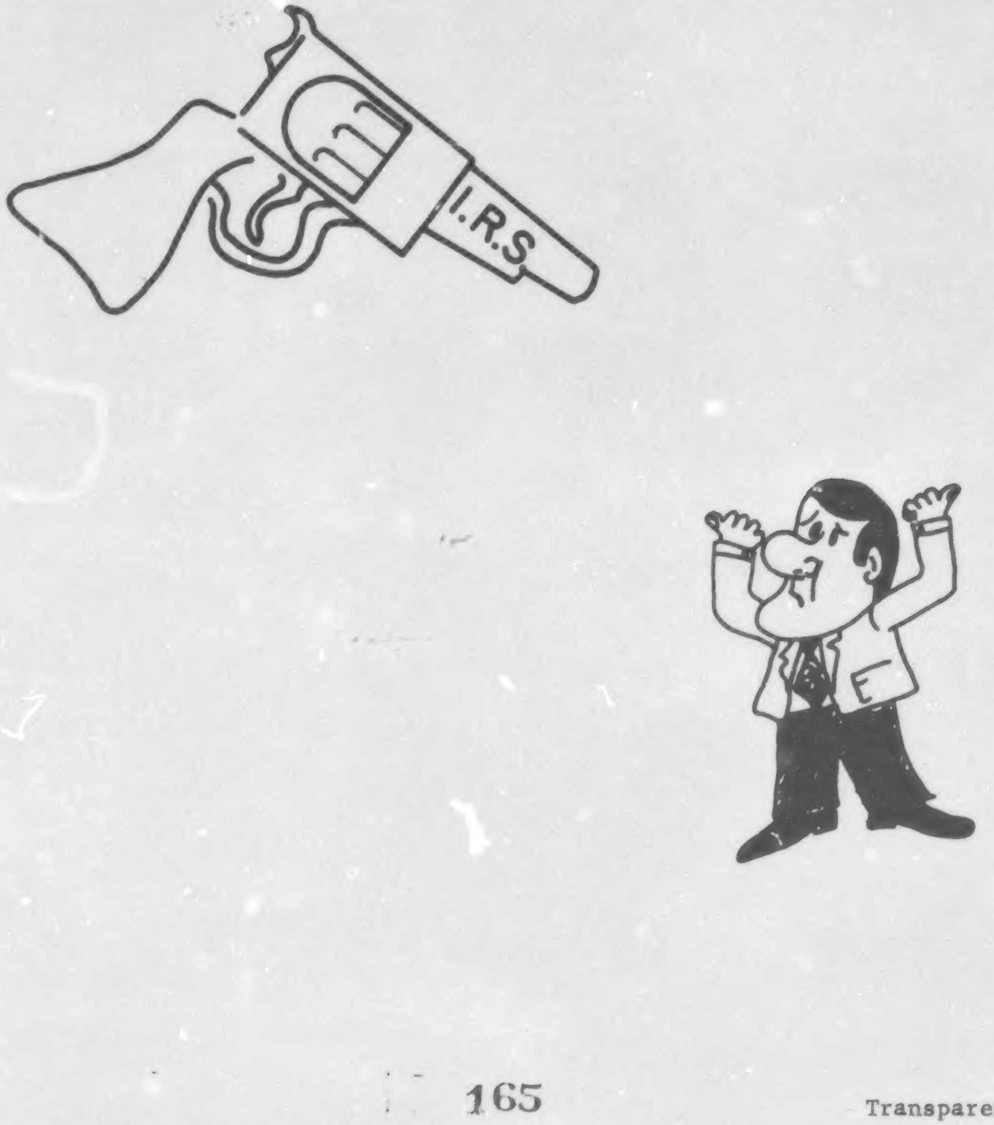
2. Which of these deductions are taxes?

3. Where does the money go?

4. What is the money from taxes used for?

5. Is our tax system a fair system?

TAXES: A COMPULSORY PAYMENT OF A PERCENTAGE OF INCOME, PROPERTY VALUE...........ETC. FOR THE SUPPORT OF GOVERNMENT.



SECTION "8" ARTICLE I

Congress shall have the power to lay and collect taxes, duties, impost and excises, to pay the debts and provide for the common defense and general welfare of the United States: but all duties, impost, and excises shall be uniform throughout the United States.

TAX CLASSIFICATION

PROGRESSIVE: is levied proportionately on the ability of the person to pay.

REGRESSIVE: is when the taxation rate remains the same regardless of the ability to pay.

TYPES OF TAXATION

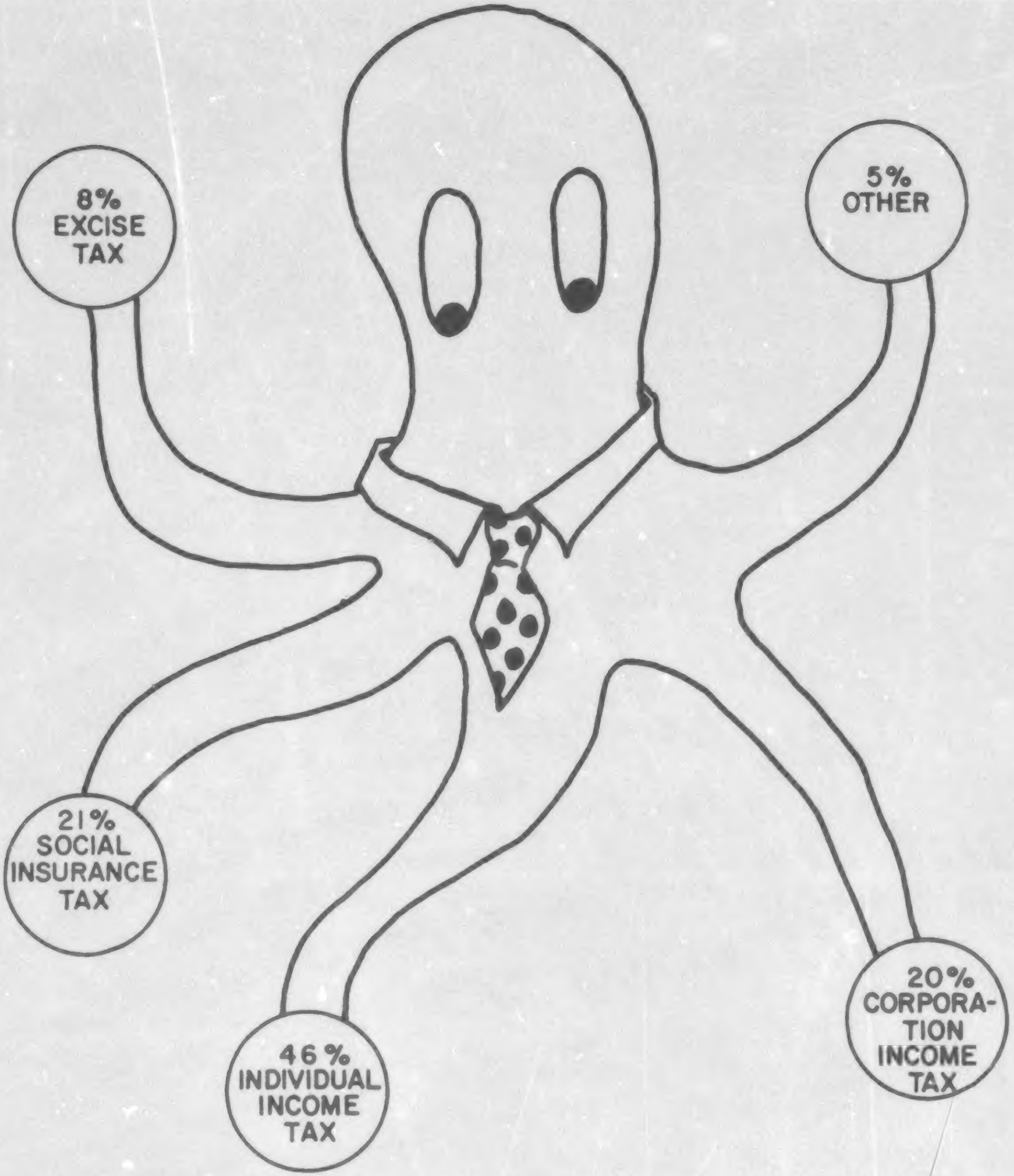
DIRECT: is paid directly to the government by the taxpayers.

INDIRECT: is when taxes are placed on goods and services.

WHERE
YOUR
TAX
MONEY
GOES
(1973)

NATIONAL DEFENSE	43%
COMMUNITY DEVELOPMENT	1%
NATURAL RESOURCES	1%
TRANSPORTATION	4%
AGRICULTURE	3%
GENERAL GOVERNMENT	2%
EDUCATION	4%
INTERNAL AFFAIRS	2%
VETERANS	4%
INTEREST	7%
SPACE RESEARCH	2%
HEALTH AND WELFARE	26%

WHERE THE TAX MONEY COMES FROM



INSTRUCTOR'S LESSON PLAN
Generally Related Information

Unit VI
Lesson 2

SUBJECT: Filling out Federal, State, and Local Tax Forms

OBJECTIVE: The student will be able to properly complete Federal, State, and local tax forms.

TEACHING AIDS: Overhead projector, opaque projector.

MATERIALS: Understanding Taxes, Publication #21, Internal Revenue Service, Washington, D. C.
Forms: federal and state income tax and local property tax for every student.
Transparencies

REFERENCES: Teacher's Guide for Understanding Taxes, Publication #21 I.R.S., Washington, D. C.

I. PREPARATION (of the learner)

Give a brief case study describing a man who did not fill out his tax forms properly and as a result did not receive all the money to which he was entitled.

II. PRESENTATION (of the information)

INSTRUCTIONAL TOPICS	KEY POINTS (things to remember to do or say)
A. Federal Income Tax	Use Understanding Taxes and discuss.
1. Who must file	
2. When and where to file.	
3. Where to secure forms.	
4. Social security card	
5. W-2 forms	
B. Federal Tax Forms	Use opaque projector to show forms and discuss
1040 with supporting schedules	
a. Exemptions	
b. Deductions	
c. Joint return	
C. State Income Tax	Use opaque projector to show forms and discuss.
1. Who must file	
2. When and where to file	
3. Where to obtain forms	
4. Virginia W-2 forms	
D. State Tax Forms	Use opaque projector to show forms and discuss how to fill out.
1. Exemptions	
2. Deductions	
3. Joint return	

II. PRESENTATION (continued)

INSTRUCTIONAL TOPICS	KEY POINTS (things to remember to do or say)
E. Local Tax Forms Personal property form a. When to file b. Where to file c. When you must pay d. Where to obtain	Ask questions and derive answers from class.
F. How to Complete Forms 1. Procedure 2. Keep accurate records. 3. Recheck forms for accuracy and signature. 4. Must include W-2 and Virginia W-2 forms	Use opaque projector to show how to complete forms.

III. APPLICATION

Have students practice filling out their own tax forms on extra forms which you have provided.

IV. TEST

Students properly complete tax forms.

SUGGESTED ACTIVITIES:

Have students prepare a bulletin board using the tax forms from this lesson.

NEXT LESSON: You and the American Economy

SUPPLEMENTAL
TEACHING MATERIALS FOR ICT
GENERALLY RELATED LESSONS

Unit VI
Lesson 1&2

BOOKLETS

Tax Dollars and What They Mean to You. National Research Bureau, Inc., 424 North 3rd Street, Burlington, Iowa 52601

Taxes and the Public Interest. Conference on Economic Progress, 1001 Connecticut Avenue, N. W., Washington, D. C. 20036

Teaching Taxes. U. S. Treasury Department, Internal Revenue Service, Washington, D. C. 20224.

Your Federal Income Tax. U. S. Treasury Department, Internal Revenue Service, Virginia.

FILMS

Federal Taxation. This film analyzes the sources and uses of federal tax revenue with emphasis on defense and the general welfare as authorized by the Constitution. 11 minutes, 1966, State.

Teaching Taxes. Internal Revenue Service, Richmind, Virginia 23219.

PAMPHLETS

Understanding Taxes, Publication #21, Internal Revenue Service, U. S. Treasury Department.

Understanding Taxes, Teachers Guide Publication #21, Internal Revenue Service, Washington, D. C. 20000.

TRANSPARENCIES

The Income Tax. 20 or more visuals. Visual Products Division, 3M Center, St. Paul, Minnesota 55101, request price.

ICT - I

UNIT VII

YOU AND THE AMERICAN ECONOMY

Lesson 1. Wages, Prices, and Profits in an Industrial Economy

Lesson 2. The Role of Competition in Industry

Lesson 3. Labor Relations

Developed by

Marvin H. Herndon, Jr.

and

Robert H. Dozier

INSTRUCTOR'S LESSON PLAN
Generally Related Information

Unit VII
Lesson 1

SUBJECT: Wages, Prices, and Profits in an Industrial Economy

OBJECTIVE: The student will be able to explain how prices, wages, and profits are determined.

TEACHING AIDS: Overhead projector

MATERIALS: Transparencies

REFERENCES: Principles of Economics, Clifford James, Barnes and Nobles, New York, New York 1968.
Consumer Economics, Wilhelms and Heimer. McGraw-Hill, New York, New York, 1963.

I. PREPARATION (of the learner)

Introduction
1. How do you determine the price of a product?
2. How do employers arrive at wages?
3. Of all the money you receive, how much is profit?

II. PRESENTATION (of the information)

INSTRUCTIONAL TOPICS	KEY POINTS (things to remember to do or say)
A. Prices are determined by: 1. Material cost 2. Labor cost 3. Overhead cost 4. Distribution cost 5. Supply and demand	Ask students what determines prices and list factors on the board. Refer to Transparency VII-1-1
B. Wages are determined by: 1. Supply and demand of labor 2. Unions 3. Wage laws	With the use of a transparency, illustrate how supply and demand of labor, unions, and wage laws effects wages paid to employees. Refer to Transparency VII-1-2
C. Profits are determined by: 1. Competition 2. Supply and demand	Have students define competition and have a brief discussion on its effect on profit. List on the board other factors affecting profits: 1. Labor demands 2. Market trends 3. Production cost

II. PRESENTATION (continued)

INSTRUCTIONAL TOPICS	KEY POINTS (things to remember to do or say)
D. Necessity of Profits 1. Expansion and updating of business 2. Provides for future needs 3. Incentives a. Owner b. Investor c. Manager d. Employees	Ask: Are profits necessary in business and if so, why? Use transparency to illustrate how profits are distributed within a business. Refer to Transparency VII-1-3

III. APPLICATION

Select three groups of students and have one group represent unions, the second group represent management, and the third represent the consumer. By using the role playing technique, have each group bring out problems that would affect prices, wages, and profits.

IV. TEST

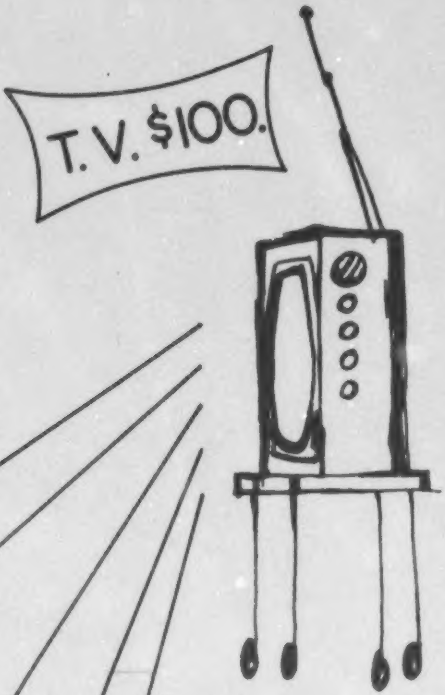
The student will list factors affecting prices, wages, and profits.

SUGGESTED ACTIVITY:

1. Students will be divided up into small groups with each group preparing and presenting to the class one of the wage systems used in industry.
2. Students can list the other financial considerations affecting employment other than wages.

NEXT LESSON: The Role of Competition in Industry

WHAT DETERMINES PRICE ?



1. MATERIAL COST

2. LABOR COST

3. OVERHEAD COST

4. DISTRIBUTION COST

5. SUPPLY AND DEMAND

Transparency VII-1-1

$ WHAT DETERMINES WAGES? $

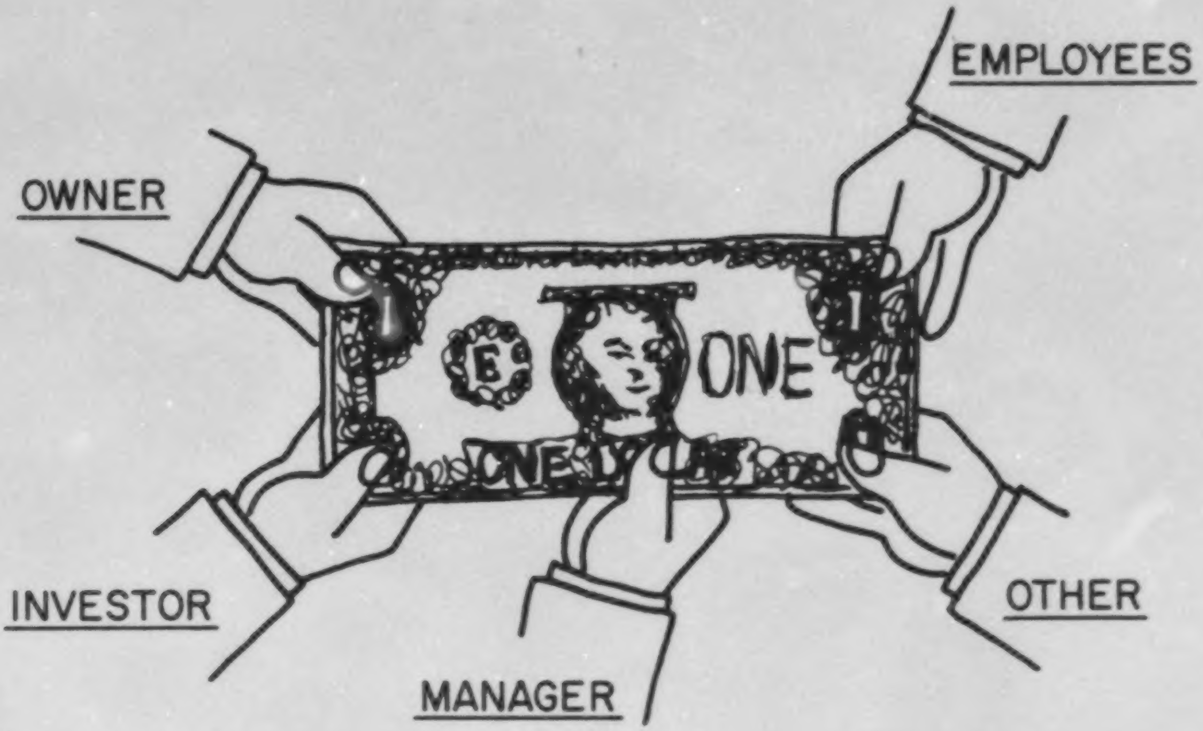
SUPPLY AND DEMAND FOR LABOR

WAGE LAWS

UNIONS

Transparency VII-1-2

WHERE DO PROFITS GO ?


EMPLOYEES
OWNER
E
ONE
ONE
INVESTOR
OTHER
MANAGER

SUPPLEMENTAL TEACHING MATERIALS
FOR ICT GENERALLY RELATED LESSONS

Unit VII
Lesson 1

BOOKS

Day and Bexa, Money and Income, Oxford University Press, New York, New York 10001, 1960.

Dood, Kennedy, and Olsen, Applied Economics, Southwestern Publishing Company, Cincinnati, Ohio 45202, 1962.

Feir, Richard, Economics for Everyone Living, College Entrance Book Store, New York, New York 10001, 1966.

Leith and Lumpkins, Economics, U.S.A., McGraw-Hill, 330 West 42nd Street, New York, New York 10001.

Samuelson, Paul A., Economics, McGraw-Hill, 330 West 42nd Street, New York, New York 10001.

Wilhelms, Heirmer, Jelley and Herbert, Consumer Economics, Gregg Division McGraw-Hill, 330 West 42nd Street, New York, New York 10001.

BOOKLETS

American Battle for Abundance, A Story of Mass Production, General Motors, Detroit, Michigan 48233, no charge.

Industry's Profits, National Association of Manufacturers, 2 East 48th Street, New York, New York 10001.

Inflation, It's Causes and Effects, The Joint Council of Economics Education, 2 West 46th Street, New York, New York 10001, no charge.

Prices, Profits, and Wages, Chamber of Commerce Industrial Council, 121 South Broad Street, Philadelphia, Pennsylvania 19104.

Profits at Work, The Industrial Relations Center, University of Chicago, Illinois 60607.

Wages and Prices in an Industrial Economy, National Association of Manufacturers, 2 East 48th Street, New York, New York 10017.

FILMS

Economic Growth, National Association of Manufacturers, Film Bureau, 277 Park Avenue, New York, New York 10001.

Equation for Profit, describes the economic growth involved in moving earth and relates these factors to the operation of a 15.5 yard scraper, 20 minutes, color, General Motors, Box 177 North End Station, Detroit Michigan 48233.

Let's Face It, Part I, shows the power of consumers over business, covers the five basic factors of production. 20 minutes, 1951, State.

Let's Face It, Part II, stresses cooperation of labor and management to increase production for their own welfare. Covers job improvement. 16 minutes, 1951, State.

INSTRUCTOR'S LESSON PLAN
Generally Related Information

Unit VII
Lesson 2

SUBJECT: The Role of Competition in Industry

OBJECTIVE: The student will be able to list factors affecting competition. The student will be able to define principal terms related to competition.

TEACHING AIDS: Chalkboard and overhead projector

MATERIALS: Transparencies and pretest (Refer to Pretest VII-2-1)

REFERENCES: Consumer Economics, Wilhelms, Heirmer, Jelley and Herbert, Gregg Division, McGraw-Hill, New York, New York, 1963.
Principle of Economics, Clifford James, Barnes and Nobles, New York, New York, 1968.

I. PREPARATION (of the learner)

Introduction
Pretest (Refer to Pretest VII-2-1)
Ask the students what is competition and give some examples of various types of competition.

II. PRESENTATION (of the information)

INSTRUCTIONAL TOPICS	KEY POINTS (things to remember to do or say)
A. Terms to be defined: 1. Monopoly a. Public b. Private 2. Competition 3. Normal run 4. Long run 5. Copyright 6. Patent 7. Franchise	Pass out previously prepared list of terms and define and discuss each with the class. Refer to Hand-out VII-2-2
B. Why Competition is Desirable 1. Efficiency is increased. 2. Costs are lowered. 3. Prices are fairer.	Ask the class what are some of the advantages and disadvantages of competition and list each on the board.
C. What Competition Involves 1. Labor 2. Management 3. Capital 4. Materials 5. Prices 6. Cost 7. Markets	List on the board and discuss with the class the major elements involved in competition.

II. PRESENTATION (continued)

INSTRUCTIONAL TOPICS	KEY POINTS (things to remember to do or say)
D. Monopolies 1. How they originated a. Private monopolies (1) Superior skill(s) (2) Privilege (3) Ownership of capital (4) Control of materials (5) Control of processes (patents and copyrights)	Provide background information on the development of both private and public monopolies. Ask: What would happen if there were no public monopolies?
b. Public monopolies (1) Owned by the city, county and state governments (2) Utilities controlled (regulated) by governmental agencies	List on the board examples of public monopolies: 1. Telephone 2. Electric 3. Gas
2. Advantages a. Consumer b. Company 3. Disadvantages a. Consumer b. Company 4. Factors affecting monopolies' prices a. Uncertainty of demand b. Possible substitutes c. Possible competition d. Fear of public (governmental control)	List on the board both the advantages and disadvantages of monopolies to both the consumer and company.

III. APPLICATION

A. Have the students debate the pros and cons of competition.
B. Have the students debate the pros and cons of having all telephone service controlled by one company.

IV. TEST

The student will be asked to list factors affecting competition and define principal terms related to competition.

SUGGESTED ACTIVITY: Have students make up a list of examples of all new terms used. Example: monopoly-Vepco

NEXT LESSON: Labor Relations

Name:______________________________ Date:______________________________

Instructor:________________________ Period:____________________________

PRETEST

The Role of Competition in Industry

Instructions: Based on your own knowledge and experiences, answer the questions below to the best of your ability.
The section on definitions should be completed as each term is covered by the instructor and discussed by the class.

1. What is competition and what effect does it have on business?

2. List two (2) examples of business monopolies. (Public or Private)

3. What are some of the differences between public and private monopolies?

Pretest VII-2-1

Important Terms:

a. Monopoly:

b. Competition

c. Copyright:

d. Franchise:

e. Labor:

f. Capital:

g. Long run:

h. Patent:

Pretest and Hand-out VII-2-2

SUPPLEMENTAL
TEACHING MATERIALS FOR ICT
GENERALLY RELATED LESSONS

Unit VII
Lesson 2

BOOKS

Wilhelms, Heirmer, Jelley and Herbert, Consumer Economics. Gregg Division of McGraw-Hill, 330 West 42nd Street, New York, New York 10001.

Samuelson, Paul A., Economics. McGraw-Hill, 330 West 42nd Street, New York, New York 10001.

Leith and Lumpkins, Economics. U.S.A., McGraw-Hill, 330 West 42nd Street, New York, New York 10001.

BOOKLETS

Attracting and Holding Customers. National Cash Register Company, Merchants Service, Dayton, Ohio 45401, no charge.

Competition Prices in Action. The Joint Council of Economics Education, 2 West 46 Street, New York, New York 10036, 50¢.

Modern Marketing Strategy, New American Library, Inc., 1301 New Hampshire, Avenue of the Americas, New York, New York 10001, 95¢.

Productivity and Production in Industry. National Association of Manufacturers, Educational Department, 2 East 48th Street, New York, New York 10017.

FILMS

The Anatomy of Free Enterprise. Thomas and Lincoln, Professors of Economics at Claremont Men's College, trace the powers of the market to reflect the free choice of the buyer in what we produce, how we produce it and how we distribute it. 20 minutes, 1967, State.

Competition in Business. This film explores the concept underlying business competition and shows how competition and its key factors are basic to our free enterprise. 14 minutes, 1966, State.

Government and the Market. National Association of Manufacturers, Film Bureau, 277 Park Avenue, New York, New York 10001.

It's Everybody's Business. Explains how profits and individual investment creates jobs. Stresses the fact that competition keeps values high. 22 minutes, 1954, State.

The Story of Wholesale Marketing. This film follows the basic activities of one work day at the wholesale product market. Introduces the elementary concepts of economics and public health. 11 minutes, 1965, State.

This is Advertising. The importance of competition through advertising. 27 minutes, 1962, State.

INSTRUCTOR'S LESSON PLAN
Generally Related Information

Unit VII
Lesson 3

SUBJECT: Labor Relations

OBJECTIVE: The student will be able to list the advantages and disadvantages of labor unions.
The student will be able to define principle terms concerning labor.

TEACHING AIDS: Chalkboard and opaque projector

MATERIALS: Transparencies and organizational chart of AFL-CIO, pamphlet entitled "Why Unions", Publication #20, AFL-CIO, Washington, D. C.

REFERENCES: Management Rights and Union Interest, Margaret K. Chandler, McGraw-Hill, 1964.
Handbook for Young Workers, Bulletin #271, U. S. Department of Labor, U. S. Government Printing Office, Washington, D. C., 1965.
Collective Bargaining, Publication #136, AFL-CIO, Washington, D. C., 1965.

I. PREPARATION (of the learner)

Introduction

1. What are your feelings about organized labor?
2. You are labor and your parents are management; how do you settle disputes?
3. Point out that a business succeeds through the cooperation of labor and management and that both must work together for self-interest of each.

II. PRESENTATION (of the information)

INSTRUCTIONAL TOPICS	KEY POINTS (things to remember to do or say)
A. The Union	Use opaque projector; display AFL-CIO chart and discuss contents with students.
1. Brief history	
2. Growth	Illustrate to students by use of transparencies:
3. Advantages of membership	
4. Accomplishments	
5. Disadvantages of membership	Growth of unions - Transparency VII-3-1
6. How it functions	Industrial unions - Transparency VII-3-
a. Organizations	Craft union - Transparency VII-3-3
b. Types	What is a union contract? - Transparency VII-3-4
c. Area covered	
d. Dues	Types of union organization - Transparency VII-3-5
B. Collective Bargaining	
1. How it functions	
2. Why it functions	
3. Importance of labor	
4. Importance of management	

II. PRESENTATION (continued)

INSTRUCTIONAL TOPICS	KEY POINTS (things to remember to do or say)
B. Collective Bargaining (continued)	Illustrate and discuss the advantages and disadvantages of collective bargaining.
5. Terms	
a. Arbitration	
b. Mediation	
c. Open shop	Refer to Transparency VII-3-6
d. Closed shop	
e. NLRB	Relate bargaining to labor, management, and the consumer by having students discuss the effects they have on each other.
f. Union ship	
g. Strike	
h. Picket	
i. Boycott	Have students offer advantages from their standpoint with regards to collective bargaining.
j. "Cooling off" period	
	List major terms of labor relations on the board and give a brief definition of each term. Ask students to cite examples of unions in the area.

III. APPLICATION

Have the students debate the advantages and disadvantages of unions and labor organizations in general.

IV. TEST

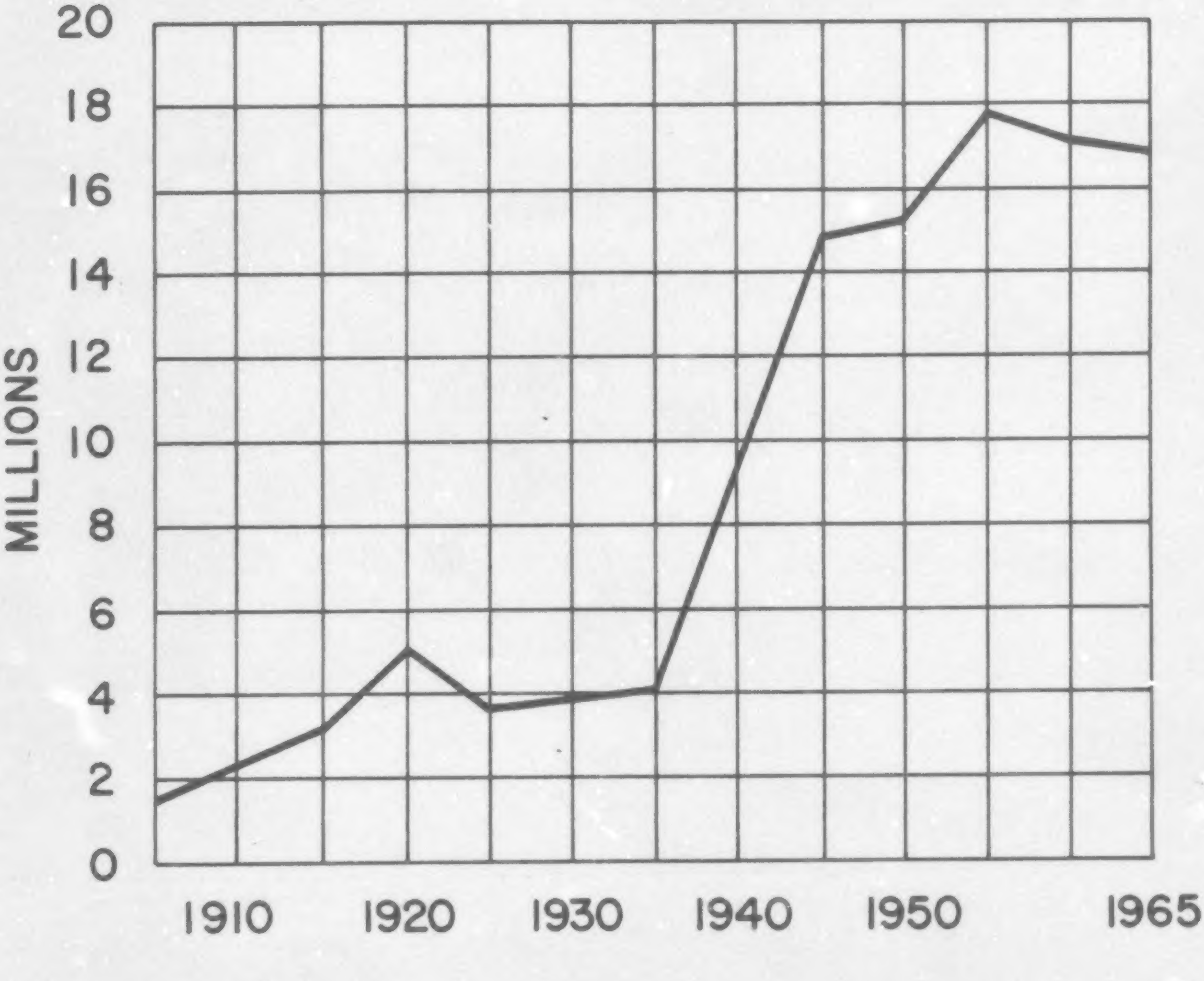
A. The students will list the advantages and disadvantages of unions.
B. The students will define principal terms concerning labor.

SUGGESTED ACTIVITY:

A. Bring in local union and management officials to discuss labor unions.
B. Have students interview both union and non-union workers and report to the class on opinions of each concerning the pros and cons of labor unions.

NEXT LESSON: Money, and Banking and Consumer Law

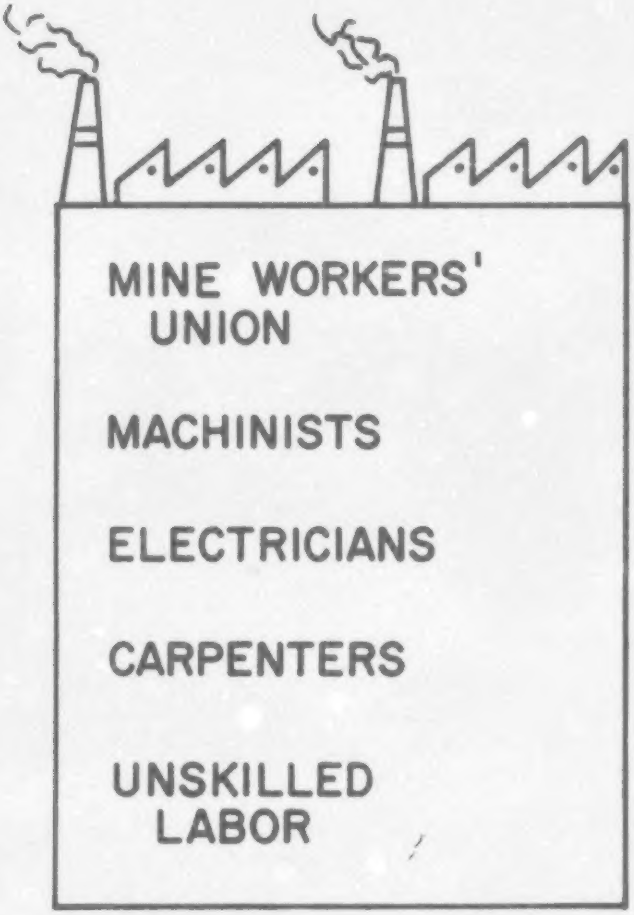
GROWTH OF MEMBERSHIP IN LABOR ORGANIZATIONS



Transparency VII-3-1

INDUSTRIAL UNION

ORGANIZED BY INDUSTRY



MINE WORKERS' UNION

MACHINISTS

ELECTRICIANS

CARPENTERS

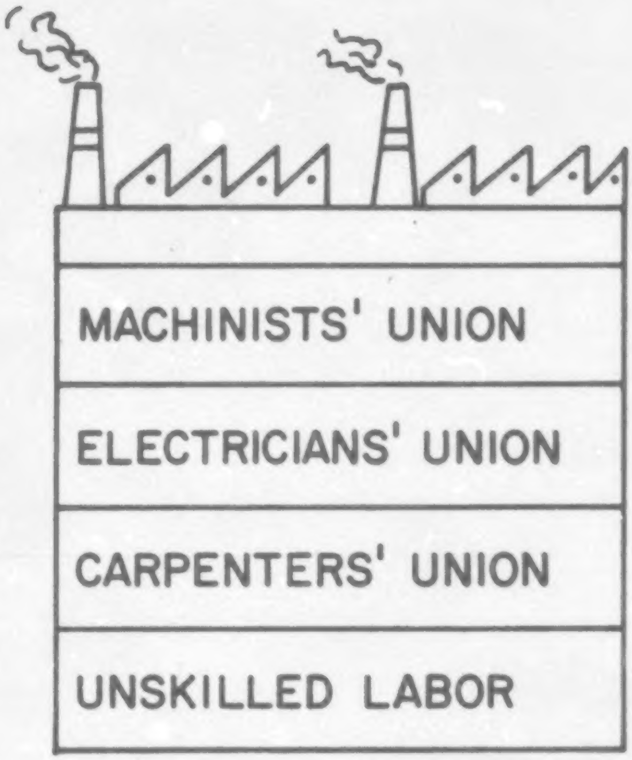
UNSKILLED LABOR

ORIGINAL BASIS OF C. I. O.

Transparency VII-3-2

CRAFT UNION

ORGANIZED BY TYPE OF WORK PERFORMED



MACHINISTS' UNION

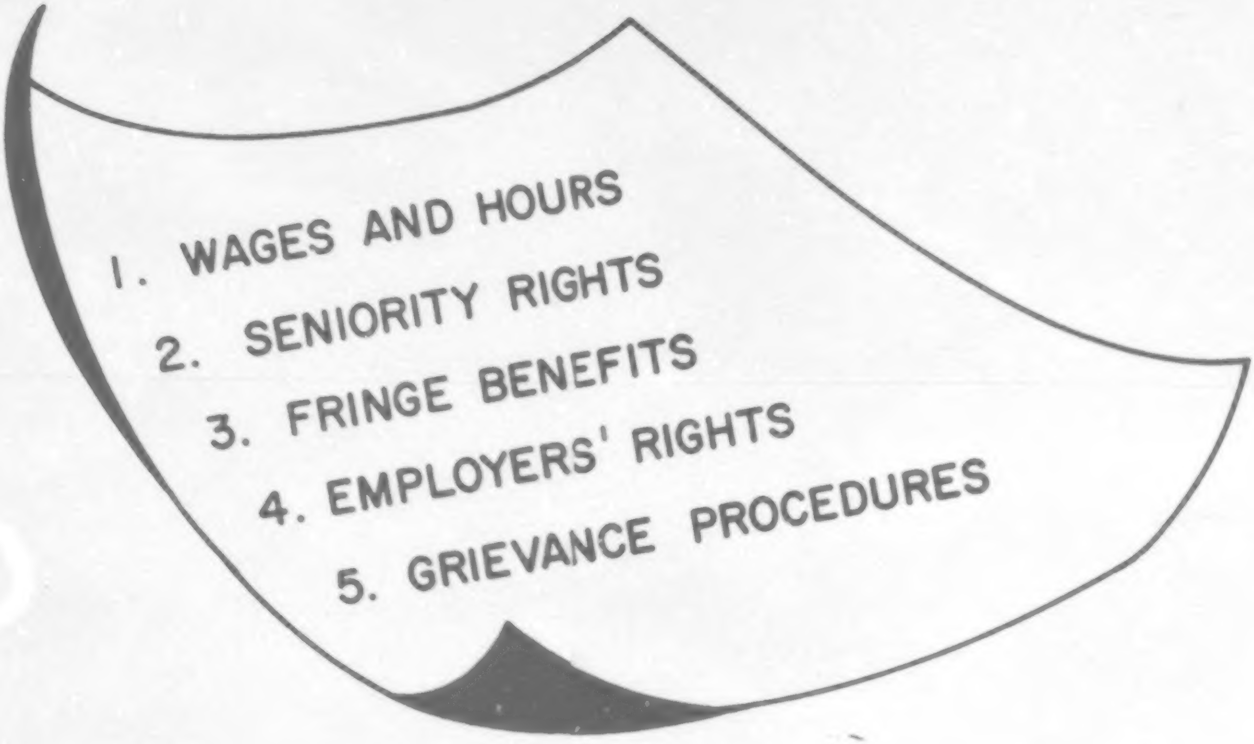
ELECTRICIANS' UNION

CARPENTERS' UNION

UNSKILLED LABOR

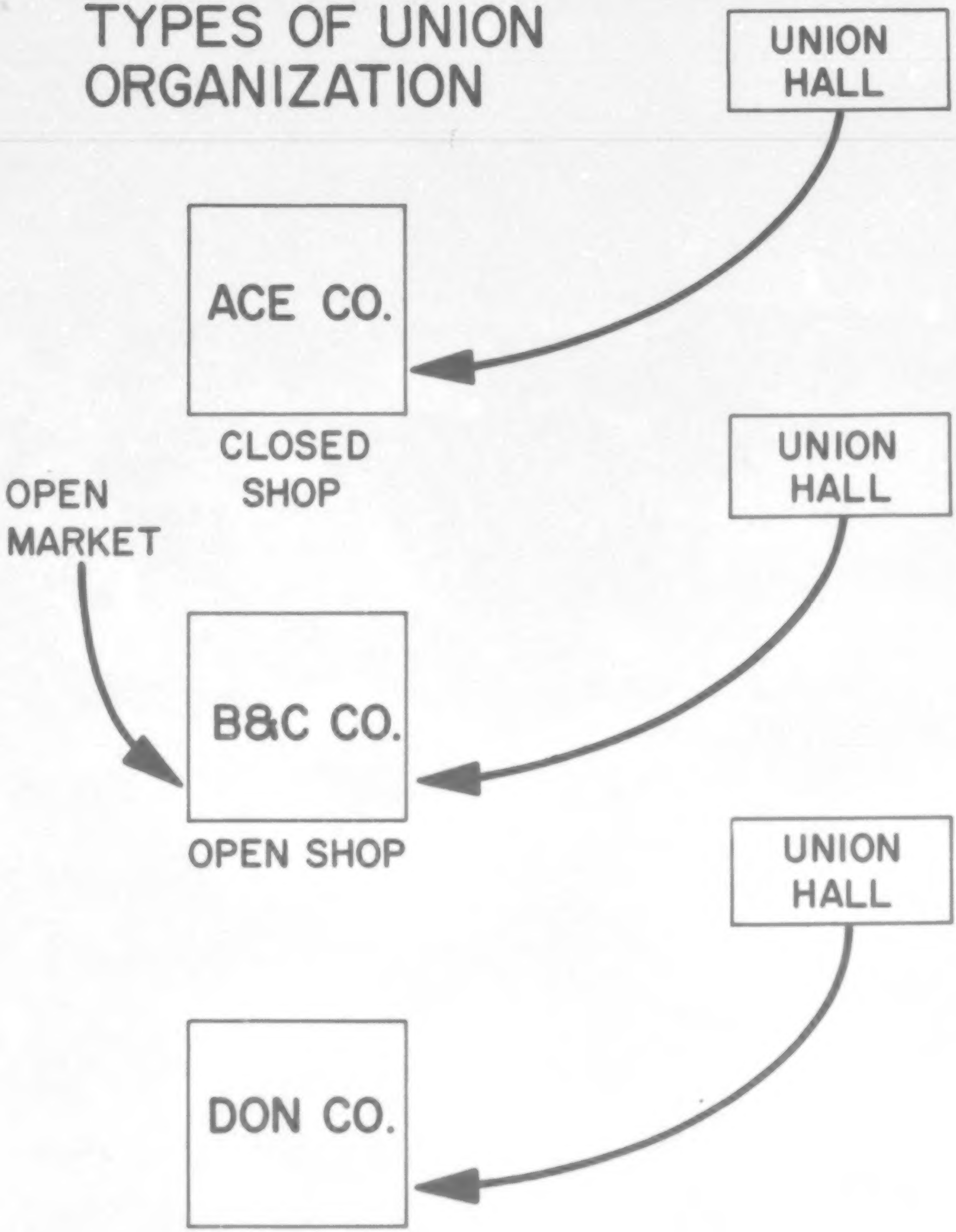
ORIGINAL BASIS OF A. F. L.

WHAT IS IN A UNION CONTRACT?



1. WAGES AND HOURS
2. SENIORITY RIGHTS
3. FRINGE BENEFITS
4. EMPLOYERS' RIGHTS
5. GRIEVANCE PROCEDURES

TYPES OF UNION ORGANIZATION



UNION HALL

ACE CO.

CLOSED SHOP

UNION HALL

OPEN MARKET

B&C CO.

OPEN SHOP

UNION HALL

DON CO.

Transparency VII-3-5

COLLECTIVE BARGAINING HAS BROUGHT........

HIGHER WAGES

SHORTER HOURS

ORDERLY GRIEVANCE PROCEDURES

VACATIONS WITH PAY

Transparency VII-3-6

SUPPLEMENTAL
TEACHING MATERIALS FOR ICT
GENERALLY RELATED LESSONS

Unit VII
Lesson 3

BOOKS

Black, James M., Developing Competent Subordinates. American Management Association, 1515 Broadway, New York, New York 10001, 1961.

Bloom, Gordon F., Economics of Labor Relations, Irwin Press, Homewood, Illinois, 60430, 1965

Chandler, Margaret K., Management Rights and Union Interests. McGraw-Hill, 330 West 42nd Street, New York, New York 10001, 1964

Galenson, Walter, Labor and Trade Unionism. Wiley, New York, New York 10001, 1960.

Gitlow, Abraham, Labor and Industrial Society. Irwin Press, Homewood, Illinois 60430, 1963

Johnson, Rossall, Personnel and Industrial Relations. Irwin Press, Homewood, Illinois 60430, 1960

Kerr, Clark, Labor and Management in Industrial Society. Anchor Brooks, Garden City, New York 11530, 1964.

Owens, Williams, Labor Relations. Appleton-Croft, New York, New York 10001, 1964.

Reynolds, Lloyd, Labor Economics and Labor Relations. Prentice-Hall, Englewood Cliffs, New York 07631, 1964

Selekman, Benjamin, Problems in Labor Relations, McGraw-Hill, 330 West 42nd Street, New York 10001, 1964.

Vollmer, Howard M., Employee Rights and the Employment Relationship. Institute of Labor Relations, University of California, Berkeley, California 94700, 1960.

BOOKLETS

AFL-CIO Code of Ethical Practices. AFL-CIO Department of Publications, Pamphlet Division, 815-16th Street, N. W. Washington, D. C. 20006.

Labor in Learning, University of California, Los Angeles, California, 9244 Social Science Building 90024.

Compulsory Arbitration. National Association of Manufacturers, 2 East 48th Street, New York, New York 10017.

A Short History of Labor, William Stull. D. E Coordinator, Benton Harbor High School, Benton Harbor, Michigan 49022.

SUPPLEMENTAL
TEACHING MATERIALS FOR ICT
GENERALLY RELATED LESSONS

Unit VII
Lesson 3

BOOKLETS: (continued)

Why Unions? AFL-CIO, Department of Publications, 815-16th Street, Washington, D. C. 20000, Publication #41.

What Organized Labor Expects of Management. National Association of Manufacturers, 2 East 48th Street, New York, New York 10001.

This is the AFL-CIO, Publication #20. AFL-CIO, Department of Publications 815-16th Street, Washington, D. C. 20000.

FILMS

The Grievance. Illustrates and explains the relationship between union and management. 16 mm, 30 minutes, 1968, Canadian Embassy, 1746 Massachusetts Avenue, Washington, D. C. 20000.

The Rise of Organized Labor. This film presents the essential facts relating to the rise of organized labor with special emphasis on the conditions and organizations which contributed to the present labor movement. 18 minutes, 1960, State.

The Structure of Unions. A cartoon describing the organization of labor unions today. 11 minutes, Business Education Films, Brooklyn, New York 11201.

It's Everybody's Business. Illustrates how freedoms guaranteed by the Constitution have enabled American business and labor to outproduce the world. 22 minutes, 1954, State.

ICT - I

UNIT VIII

MONEY MANAGEMENT AND BANKING

Lesson 1. Managing Money

Lesson 2. Using Bank Services

Lesson 3. Using Your Checking Account

Developed by

C. Chris Pake

and

A. M. Brock

INSTRUCTOR'S LESSON PLAN
Generally Related Information

Unit VIII
Lesson 1

SUBJECT: Managing Money

OBJECTIVES: The student will be able to list reasons for preparing a budget.
The student will be able to list the information needed to prepare a budget.
The student will be able to plan a program of spending.

TEACHING AIDS: Overhead projector, pretest, 16 mm projector

MATERIALS: Transparencies, hand-outs, pretest, film: Beginning Responsibility: Using Money Wisely, 11 minutes, Virginia State Department of Education.

REFERENCES: Succeeding in the World of Work. McKnight and McKnight Publishing Company, 1970, Bloomington, Illinois.

I. PREPARATION (for the learner)

Pretest (Refer to Pretest VIII-1-1)
Have students prepare their own budget on $300 per month. Then discuss.

II. PRESENTATION (of the information)

INSTRUCTIONAL TOPICS	KEY POINTS (things to remember to do or say)
A. What is a budget? Spending plan for managing money	Refer to Hand-outs VIII-1-2, VIII-1-3, VIII-1-4 and discuss with class to determine what a budget actually is.
B. Why have a budget? 1. It will force you to establish goals in using your money. 2. It will help you live on the money you earn. 3. Helps eliminate wasteful habits of spending money. 4. Helps achieve long-range goals. 5. Helps develop competency in money management.	Refer to Transparencies VIII-1-5, VIII-1-6. Show film, Beginning Responsibility: Using Money Wisely.
C. The Basis of Your Budget 1. Income 2. Expenses a. Future fixed expenses b. Future flexible expenses c. Daily expenses d. Past-due bills	STRESS: That income is take home pay. Show how to estimate yearly income. List future fixed expenses. Refer to Hand-out VIII-1-7 List future flexible expenses. Refer to Hand-out VIII-1-8 List daily expenses. Refer to Hand-out VIII-1-9

III. APPLICATION

Prepare a personal budget. Refer to Hand-out VIII-1-10

IV. TEST

What is a budget?
List 5 reasons for having a budget.
List information needed in preparing a budget.

SUGGESTED ACTIVITIES:

Read Chapter 8 in Succeeding in the World of Work.
Discuss budgeting with your parents and find out what procedures they use in their spending plan.

NEXT LESSON: Using Bank Services

PRETEST

Managing Money

True or False. Circle one.

T F 1. A budget is a systematic means of planning the spending of income so as to gain the maximum amount of satisfaction from it.

T F 2. The percentage of outlay for clothing is approximately the same, whatever the income.

T F 3. If your income is small, you should not consider a budget.

T F 4. Extra income such as gifts should not be included in your budget.

T F 5. A budget should include the money that you are planning to save for the future.

Managing Money

Connie Martin

Connie Martin is 16 years old and a junior at Washington High School. She lives within a few blocks of the school with her father and mother, Fred and Majorie Martin; her brother, Larry; and her sister, Linda. Larry is 14 years old and a freshman at Washington. Both Connie and Larry walk to school each day. Linda attends Lincoln School which is eight blocks from their home on West Sycamore Street.

Fred Martin is a carpenter. Bad weather and strikes have caused Fred to lose considerable work time the last three years, and the family has found it necessary to adjust the budget several times.

Connie has been given a small allowance for school supplies and clothing. Any extra money Connie has for luxuries and entertainment must come from her own earning. She has been earning and saving some of her money for the last two years. Connie understands that the family financial picture is not too bright at the present time and that she will need to be responsible for herself after graduation from high school.

Connie has studied the occupations that are available to young women, and cosmetology appears to be very interesting. Connie's friend, Jane, has an older sister who is a licensed cosmetologist; and Connie enjoys visiting her shop.

After discussing future goals with her school counselor, her mother and father, and with her friends, Connie has decided to take a cosmetology course after graduating.

The cost of a cosmetology course is about $500. Connie has started saving one-half of the money she earns working at the public library three hours after school each day. With the additional money Connie makes baby-sitting, she expects to have the $500 saved before graduation. Is this a realistic goal?

Managing Money

Helen Lane

Helen Lane had always wanted to become a secretary. Even as a high school freshman, she had informed her typing teacher of plans to become a legal secretary. Helen lived with her parents on a large ranch in Kansas. Helen's mother encouraged her to prepare for secretarial work by attending the Northern Area Vocational School.

The idea of leaving the ranch where she had lived all her life to live in a small apartment was frightening to Helen, who had graduated from the small Madison County Rural High School last June. Only Helen's strong determination could force her into this new level of responsibility where she would have to be completely independent.

Helen found a small apartment about five blocks from the school. She selected the apartment on Maple Street because it was about equal distance to the shopping center and to the school. It was very important to live near the shopping center since Helen didn't want to be bothered with a car. A shopping center with a bank, a number of stores, and a restaurant would serve her needs quite well. The apartment was furnished with just about everything a student would need in furniture and in appliances. Helen enjoyed entertaining the students in her class by cooking special dishes.

After four months of managing her affairs, Helen found she was quite capable at managing a budget, buying food and clothing, and maintaining the apartment. Her mother and father were proud of the ability she displayed.

Managing for herself was easy for Helen because she had had practice. Her mother and father had encouraged self reliance. Helen had also received instruction which built her confidence. The study of consumer education in homemaking classes had been very useful, as was the study of budgeting in high school business courses. Helen's success was partly because she knew how to plan. Helen not only knew how to keep accounts; she knew how to be a good consumer. The allowance Helen's father sent her each month was more than adequate.

Managing Money

Phil and Mary Kirby

Phil and Mary Kirby had wanted to buy their own home for several years. Only recently had they been able to save enough money for a down payment on a new home in the North Hill addition. Phil and Mary had been married for six years. Phil, who is 29, liked to live in the three room apartment on Tenth Street because it was close to the plant where he worked.

Mary, who is a nurse, had worked at the Memorial Hospital for the first three years after marriage. Now that Bruce, their two-year-old son, needed more room to play, they were anxious to find a small home. Six months ago they found a small, three bedroom home on Kennedy Street in North Hills. The planning for selecting, financing, and contracting for the house was done over a number of months. With Phil's latest raise in salary, they were sure that they could pay off the mortgage in twenty years.

After Phil and Mary had reviewed their budget plan several times, they visited Mr. Jones at the First National Bank. He reviewed their financial situation and recommended that they pay no more than $175 per month on house payments. He also recommended that they be given a loan and promised to help in appraising the property.

The little house on Kennedy Street was the best they could find to fit their particular needs and still be within their financial range. A check list to be used in buying a house was furnished by their bank. According to the check list, it appeared the house had a good location for their needs. A school was within five blocks, and the neighborhood appeared to be quiet, with few busy streets. Most of the houses in the addition were less than three years old and were occupied by young families. The exterior of the house was in good condition, newly painted and well landscaped.

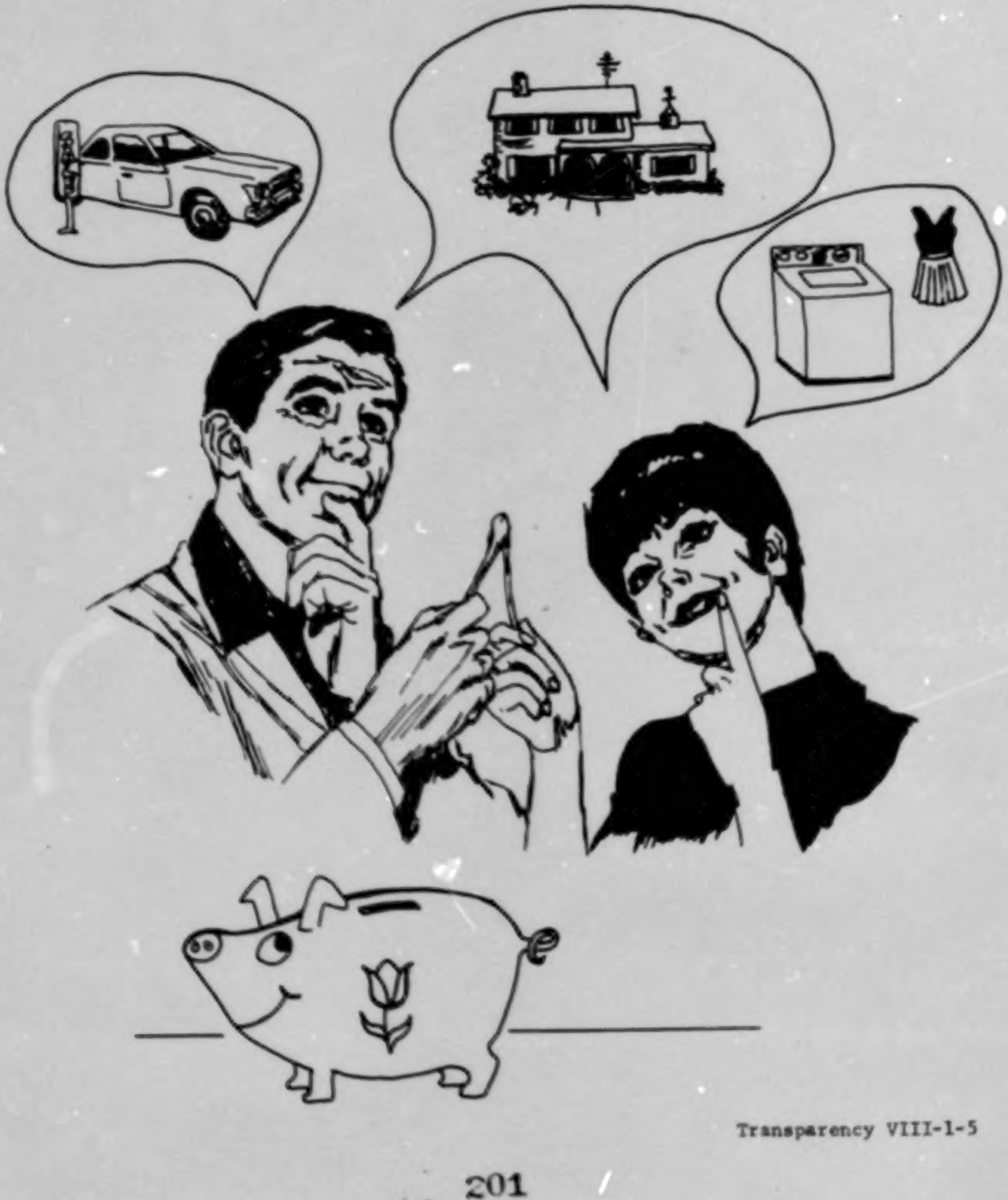
The interior of the house also was in good condition, but a little painting was needed before occupancy. The room arrangement was satisfactory; all equipment and appliances were a good brand and were nearly new.

Phil and Mary like the house even more after moving in four months ago. The payments of $160 per month were not easy to make; so a number of cuts in spending had to be made. The family budget for recreation was reduced by dropping their membership in the country club. It would not be possible to pay dues each month as they had before. After three monthly payments were paid, it seemed that by using savings for a 20% down payment and using 25% of their earnings based on an average of the last three years, Phil and Mary would not be overburdened with their payments. They had shown considerable responsibility in planning and buying of their first home.

Phil and Mary acted wisely in managing their money. First, they saved enough money to make a good down payment. Second, they planned their spending and selected a house within their financial ability. Responsibility in financial matters is extremely important to the young family.

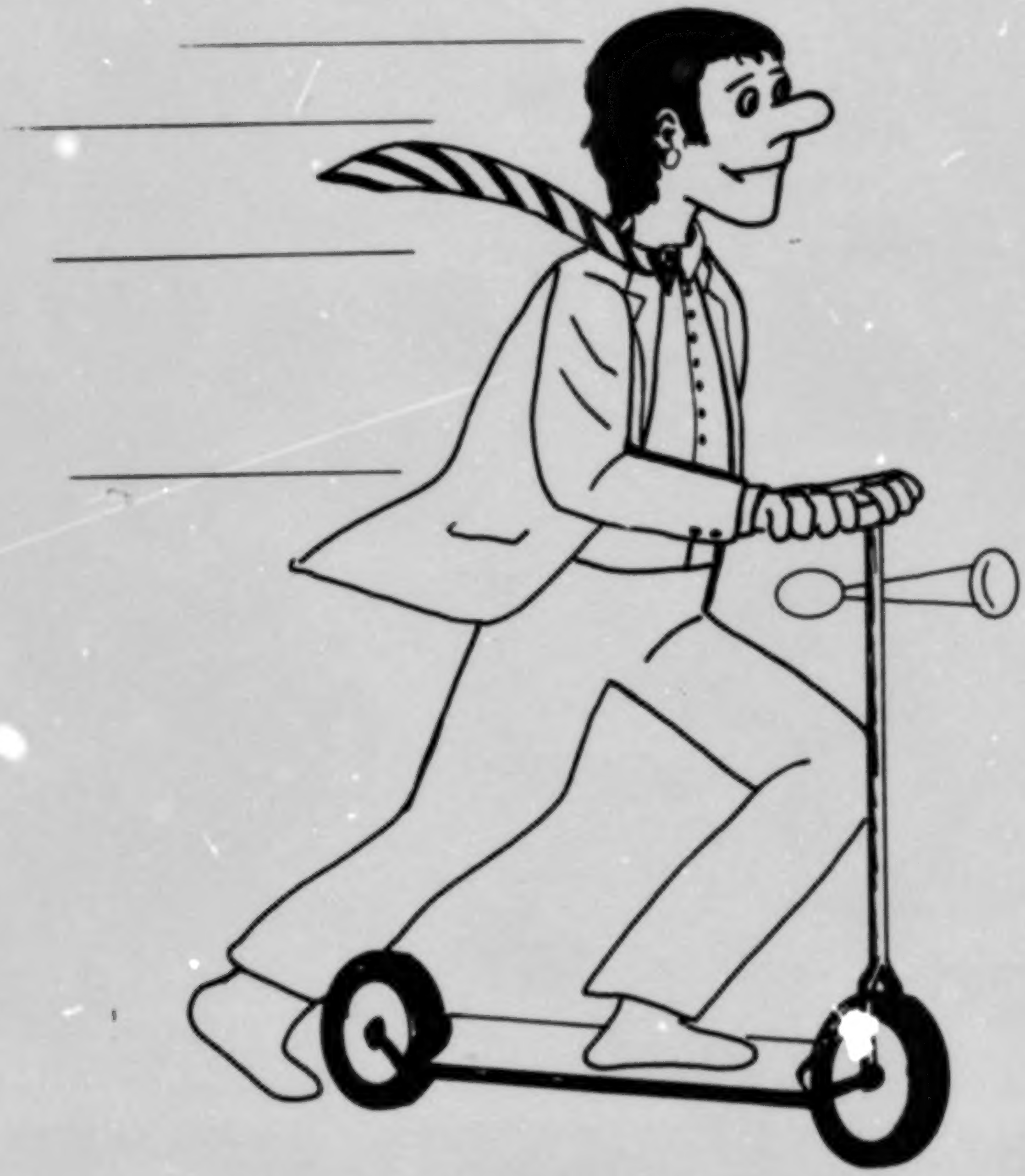
Hand-out VIII-1-4

MANAGE YOUR MONEY FOR THINGS YOU WANT.



Transparency VIII-1-5

IT IS IMPORTANT TO LIVE WITHIN ONE'S MEANS.



Transparency VIII-1-6

Managing Money

Fixed Expenses?

Taxes
- Federal income tax
- State income tax
- Property tax

Monthly Rent or Mortgage Payments

Utilities
- Telephone
- Gas
- Electricity
- Water

Insurance
- Life
- Health and accident
- Hospitalization
- Fire and theft
- Automobile
  - Property--Personal
  - Social security
  - Others

Annuities (and other investments toward retirement)

Fuel (for home heating)

Union Dues

Professional Association Dues

Interest (on loans where principal is not being repaid along with interest)

Regular Payments
- Interest on loans
- On furniture or equipment
- On car
- Christmas Club

Safety Deposit Box

Car Licenses--state and city

School Tuition, Textbooks and Fees

Hand-out VIII-1-7

Managing Money

Future Flexible Budget Items

Clothing

Home Furnishings and Household Equipment--including repairs

Home Improvement--including equipment and repairs

Contributions
- Church
- Charities
- Civic Groups
- Professional Groups
- Fraternal Groups
- Social Clubs

Annual Subscriptions
- Magazines
- Papers

Medical and Dental Care--not covered by insurance, including medicines

Entertainment--including hobbies unless included under personal allowances or day-to-day expenses

Gifts
- Birthdays
- Wedding and Anniversaries
- Christmas
- Babies
- Graduation

Cushion--for the unexpected and emergencies

Managing Money

Day-to-Day Living Costs

Car Upkeep and Transportation

Entertainment
- Extra Food
- Candies
- Flowers

Family Personals
- Toothpaste
- First Aid
- Shaving Supplies
- Cosmetics

Food
- Meals Eaten at Home
- Meals Eaten out

Household Help
- Care of House
- Care of Yard
- Care of Baby

Laundry: Dry Cleaning: Clothing Repairs

Stationery: Postage: Newspapers

Hand-out VIII-1-9

Managing Money

A Trial Plan

	For one budget period	For one year
Income: Subtract Future Fixed Expenses		
Balance: Subtract Future Flexible Expenses		
Balance: Subtract Past-Due Bills		
Balance: Subtract Day-to-Day Living Costs		
Savings For Goals		

Hand-out VIII-1-10

SUPPLEMENTAL
TEACHING MATERIALS FOR ICT
GENERALLY RELATED LESSONS

Unit VIII
Lesson 1

BOOKS

Day and Beza, Money and Income. New York: Oxford U. Press, 1960

Dodd, Kennedy and Olsen, Applied Economics. Cincinnati, Ohio: Southwestern Publishing Company, 1962.

Feir, Richard, Economics for Everyday Living. New York: College Entrance Book Co., 1966.

Leith and Lumpkin, Economics. USA. McGraw-Hill, New York, N.Y.

Samuelson, Paul A., Economics. McGraw-Hill, New York, N.Y.

Wilhelms, Heirmer, Jelley, and Herbert, Consumer Economics. McGraw-Hill, New York, N.Y.

BOOKLETS

Coins and Currency. Federal Reserve Bank of New York, 33 Liberty Street, New York, New York 10045.

Facts About U.S. Money. U.S. Treasury Department, Office of Information, Washington, D. C. 20224 (free).

Fundamental Facts About U.S. Money. Federal Reserve Bank of Atlanta Bank and Public Services, Department, Atlanta, Georgia 30304.

How Much is Your Money Worth? William Frederick Press, 55 East 16th Street, New York, New York 20028, 30¢.

Keeping Our Money Healthy. Federal Reserve Bank of New York.

Let's Learn Money. Virginia Bankers Association, Box 462, Richmond, Virginia 23203.

The Mystery of Money. National Research Bureau, Inc., 424 North 3rd Street, Burlington, Iowa 52601.

Open Market Operations. Federal Reserve Bank of New York Public Information, Federal Reserve, P.O. Station, New York, New York 10045 (free).

What Interest Does for You. National Research Bureau, Inc. (free).

What is Money? Virginia Bankers Association.

Planning Financial Security for the Family. Extension Division, Cooperative Extension Service, Virginia Polytechnic Institute and State University, Blacksburg, Virginia 24061

SUPPLEMENTAL TEACHING MATERIALS FOR ICT GENERALLY RELATED LESSONS

Unit VIII
Lesson 1

BOOKLETS

Managing Your Money. Literary Cavalcade, 902 Sylvan Avenue, Englewood Cliffs, New Jersey 07632.

PAMPHLETS

A.B.A. Film Guide. Lists 134 films on various aspects of banking.

Our Money System. Cornet Company, 65 East South Water Street, Chicago, Illinois.

Understanding the Dollar. How money changes in value and the effect of this change on our economic system. 11 minutes, 1966, State.

What is Money? Follows the daily journey of a $5 bill through many transactions. 11 minutes, 1947, State.

PAMPHLETS

Moderns Make Money Behave. Education Division, Institute of Life Insurance, New York, New York 10001.

INSTRUCTOR'S LESSON PLAN
Generally Related Information

Unit VIII
Lesson 2

SUBJECT: Using Bank Services

OBJECTIVES: Students will be able to list the values of money.
Students will be able to list and explain the various services available to them at their bank.
Students will be able to discuss the functions of a bank and the different types of banks.

TEACHING AIDS: Overhead projector, opaque projector, 16mm projector.

MATERIALS: Transparencies; booklet, "How to do Your Banking," available from Bank Marketing Associates, Box 2985, Richmond, Virginia 23235, or from local bank; outside speaker from local bank; hand-outs; film, Fred Meets a Bank, Virginia State Department of Education.

REFERENCES: Succeeding in the World of Work. McKnight and McKnight Publishing Company, 1970, Bloomington, Illinois.

I. PREPARATION (of the learner)

Bring in news item on bank robbery. Stimulate from this a discussion of banks in general and lead students to a discussion of the usefulness of banks.

II. PRESENTATION (of the information)

INSTRUCTIONAL TOPICS	KEY POINTS (things to remember to do or say)
A. What is money? 1. Medium of exchange 2. Unit of value 3. Means of future payment 4. Storehouse of value	Point out that money has certain functions. Refer to Transparency VIII-2-1 Show functions of money Refer to Transparencies VIII-2-2, VIII-2-3, VIII-2-4, VIII-2-5
B. What is a bank's function? Specializes in the transfer of money and credit.	Show film, Fred Meets a Bank Point out a bank's function. 1. Receives deposits of money subject to withdrawal on demand. 2. Makes loans to customers. 3. Pays interest to depositors. 4. Invests money.
C. What types of banks are there? 1. Commercial 2. Savings and loans 3. Trust company	Point out that a commercial bank receives deposits of money and loans money. A savings and loan association also accepts deposits for money and loans to business and industry as their primary loans. A trust company handles estates of deceased persons.

II. PRESENTATION (continued)

INSTRUCTIONAL TOPICS	KEY POINTS (things to remember to do or say)
D. Services offered by banks 1. Checking accounts	Ask: What are some services offered by banks? Ask: What is purpose of a checking account? (Mention that you will go into more detail later.)
2. Savings accounts	Point out types of savings accounts. 1. Passbook 2. Savings certificates 3. Christmas club Ask: What is another name for a savings account? (time deposit)
3. Loans a. Personal installment b. Installment c. Home improvement d. Education e. Collateral f. Mortgage	Bring in outside speaker from local bank.
4. Safety deposit box	Ask: What is a safety deposit box used for? (Refer to Transparency VIII-2-6)
5. Trust	
6. Offers substitutes for cash	Ask: What are some substitutes for cash? 1. Personal checks (Refer to Transparency VIII-2-7) 2. Certified checks (Refer to Transparency VIII-2-8) 3. Cashier's check (Refer to Transparency VIII-2-9) 4. Bank card services (Refer to Transparency VIII-2-10) 5. Travelers' checks

III. APPLICATION

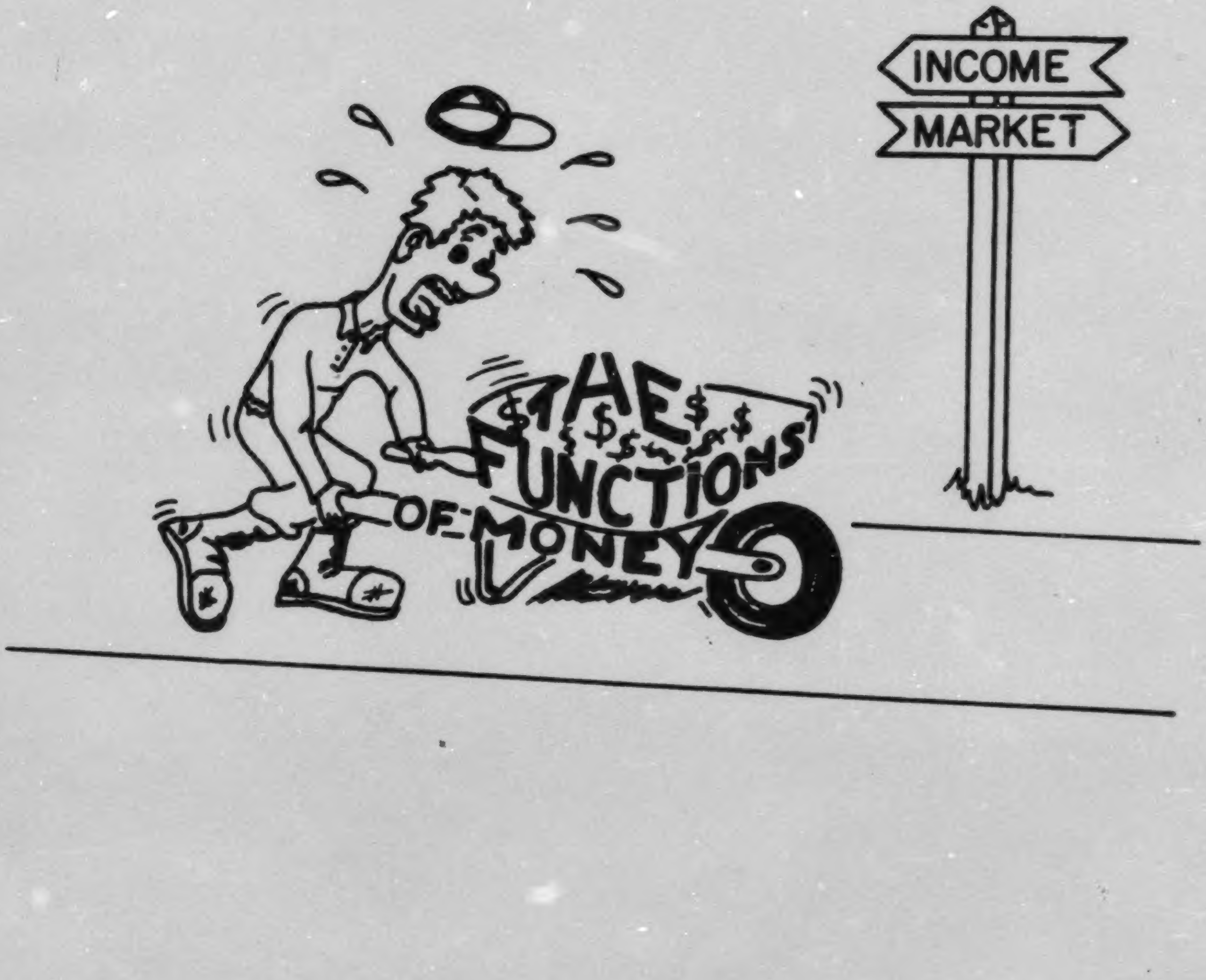
A. Student discussion centered about when they might use the various bank services.
B. Invite banker to talk to students about what banks can offer young people.

IV. TEST

Give a brief description or explanation of the services available from the bank.

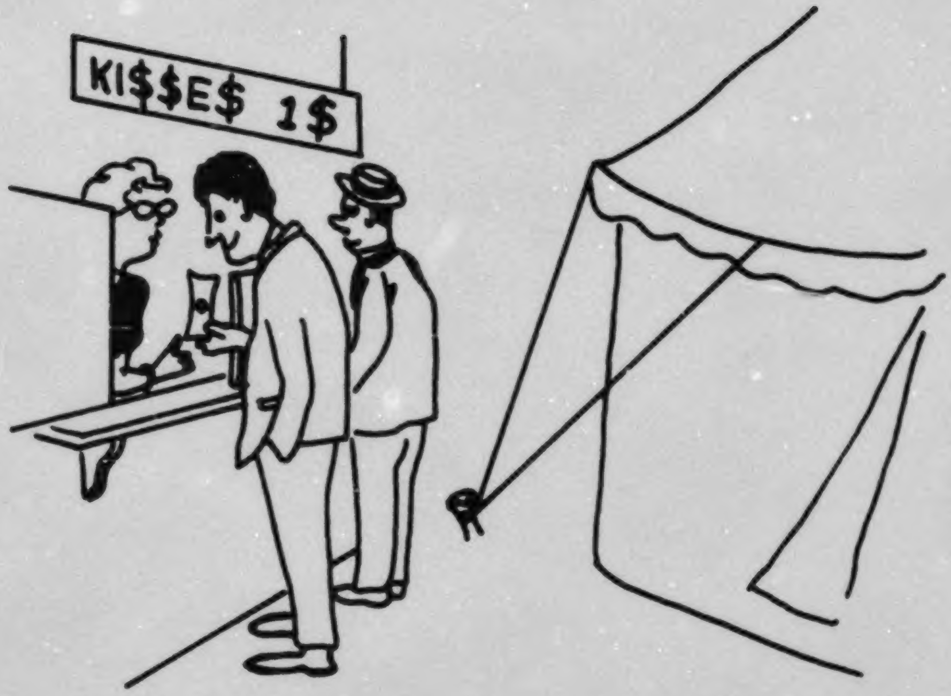
SUGGESTED ACTIVITIES: Students open their own savings account.

NEXT LESSON: Using Your Checking Account


INCOME
MARKET
AE
FUNCTIONS
OF MONEY

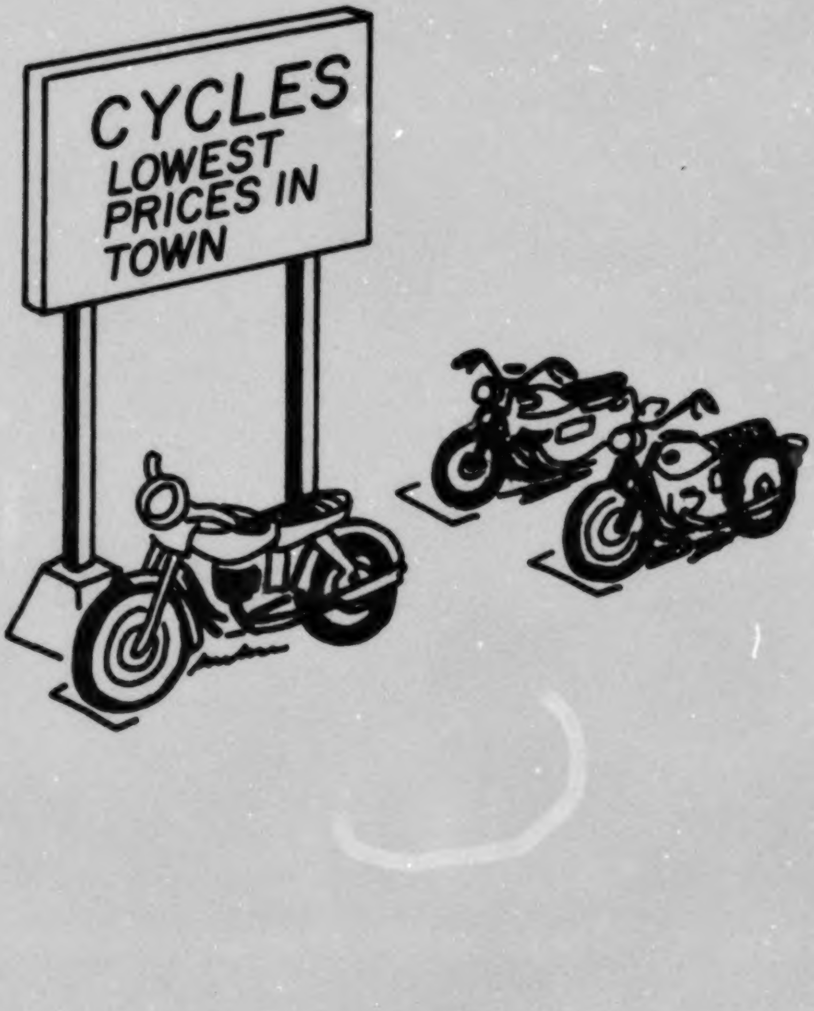
Transparency VIII-2-1

A MEDIUM OF EXCHANGE



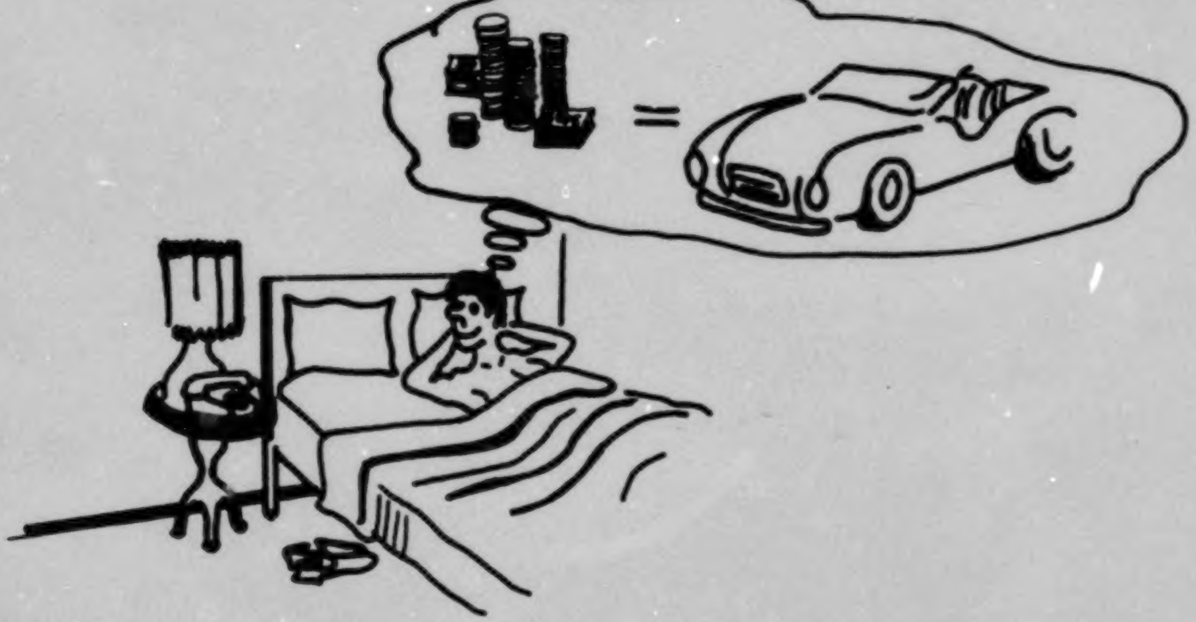
Transparency VIII-2-2

A UNIT OF VALUE


CYCLES
LOWEST PRICES IN TOWN

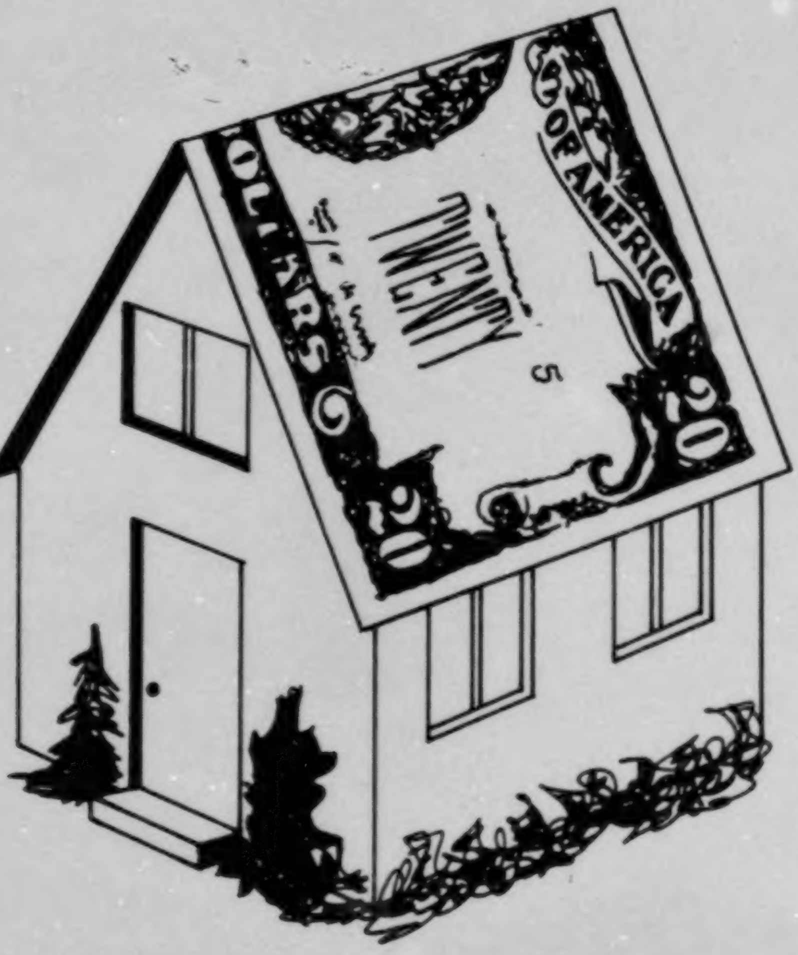
Transparency VIII-2-3

A MEANS OF FUTURE PAYMENT



Transparency VIII-2-4

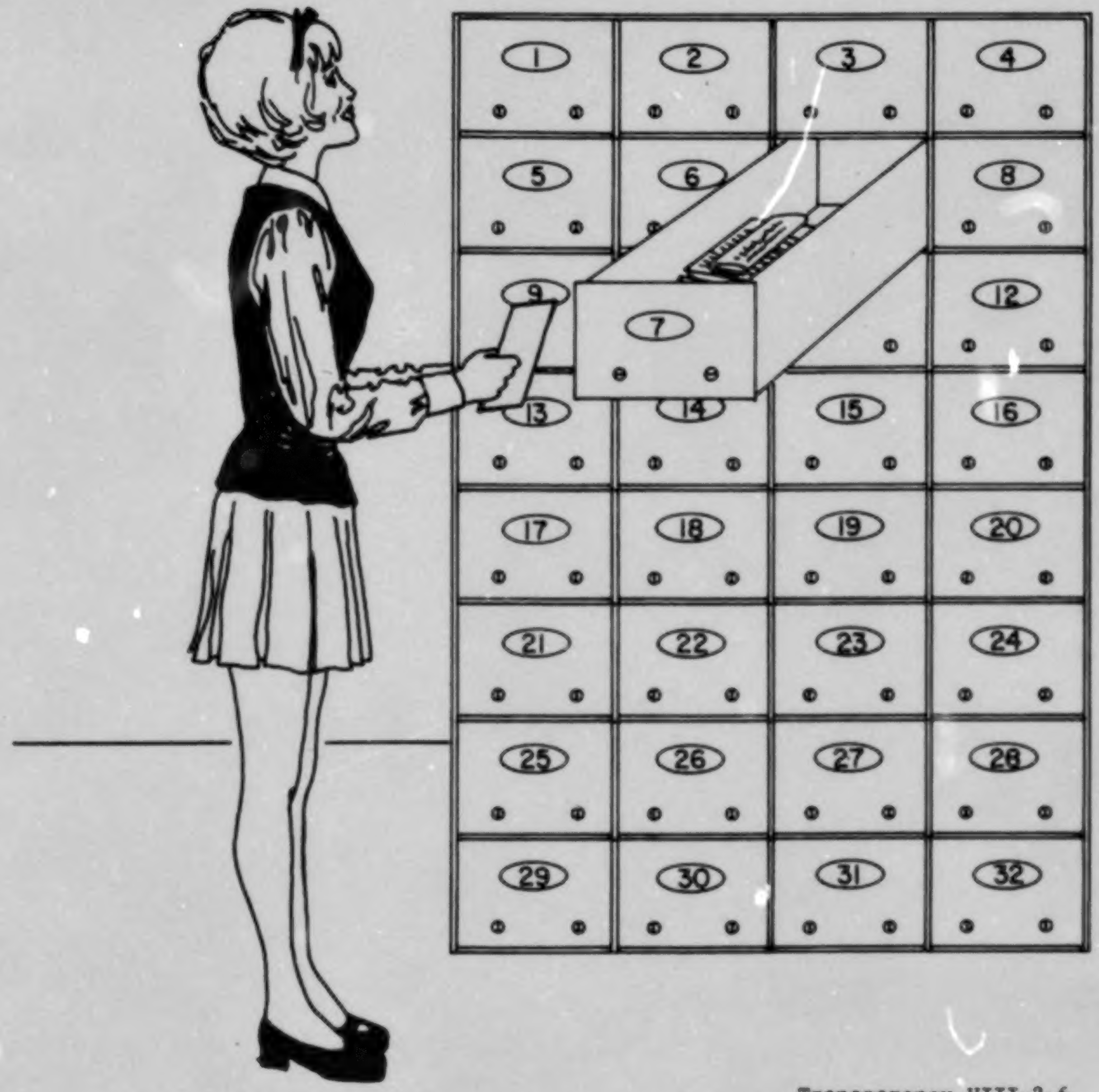
A STOREHOUSE OF VALUE


OF AMERICA
TWENTY
DOLLARS
20
20
5

Transparency VIII-2-5

SAFETY DEPOSIT BOX

A PLACE TO STORE YOUR VALUABLES.


1
2
3
4
5
6
8
9
7
12
13
14
15
16
17
18
19
20
21
22
23
24
25
26
27
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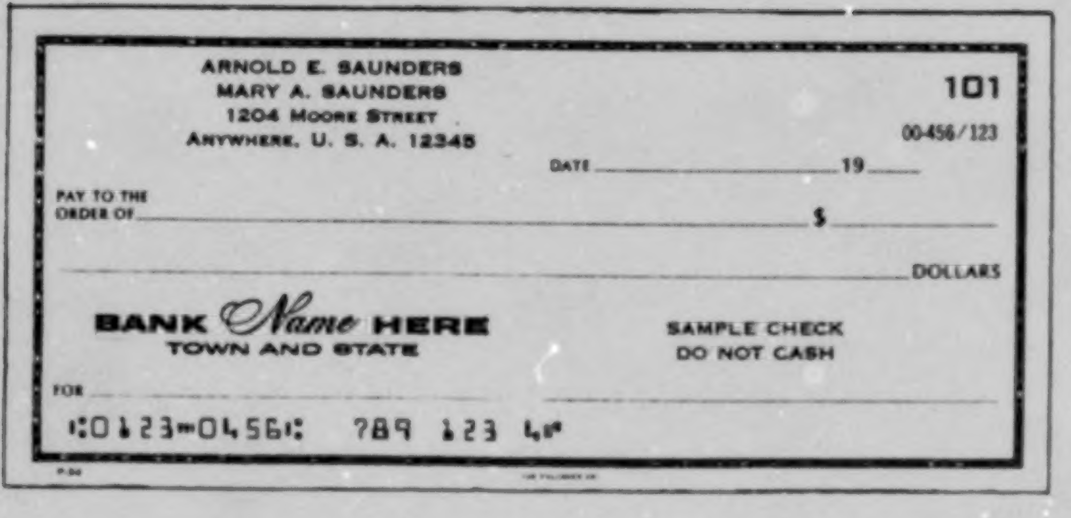
29
30
31
32

Transparency VIII-2-6

PERSONAL CHECK



ARNOLD E. SAUNDERS
MARY A. SAUNDERS
1204 MOORE STREET
ANYWHERE, U. S. A. 12345

101

00-456/123

DATE ____________ 19 ____

PAY TO THE ORDER OF ____________ $ ______

____________ DOLLARS

BANK *Name* HERE
TOWN AND STATE

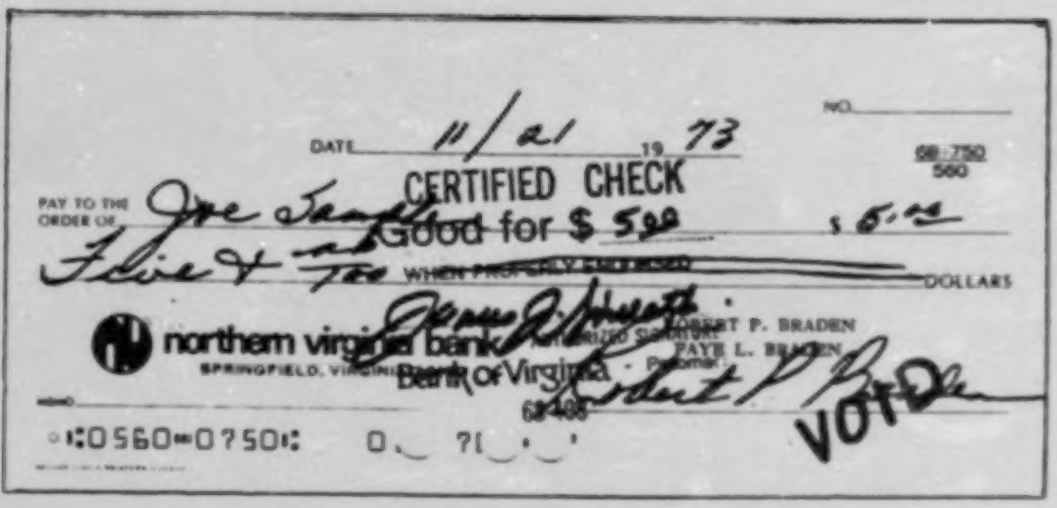
SAMPLE CHECK
DO NOT CASH

FOR ____________ ____________

⑆0123⑉0456⑆ 789 123 4⑈

Transparency VIII-2-7

CERTIFIED CHECK



NO. ____________

DATE 11/21 19 73

68-750
560

CERTIFIED CHECK

PAY TO THE ORDER OF Joe [illegible]

Good for $ 5.00

$ 5.00

Five & no/100 WHEN ~~PROPERLY ENDORSED~~ DOLLARS

ROBERT P. BRADEN
FAYE L. BRADEN

AUTHORIZED SIGNATURE

northern virginia bank
SPRINGFIELD, VIRGINIA

Bank of Virginia - Potomac

68-408

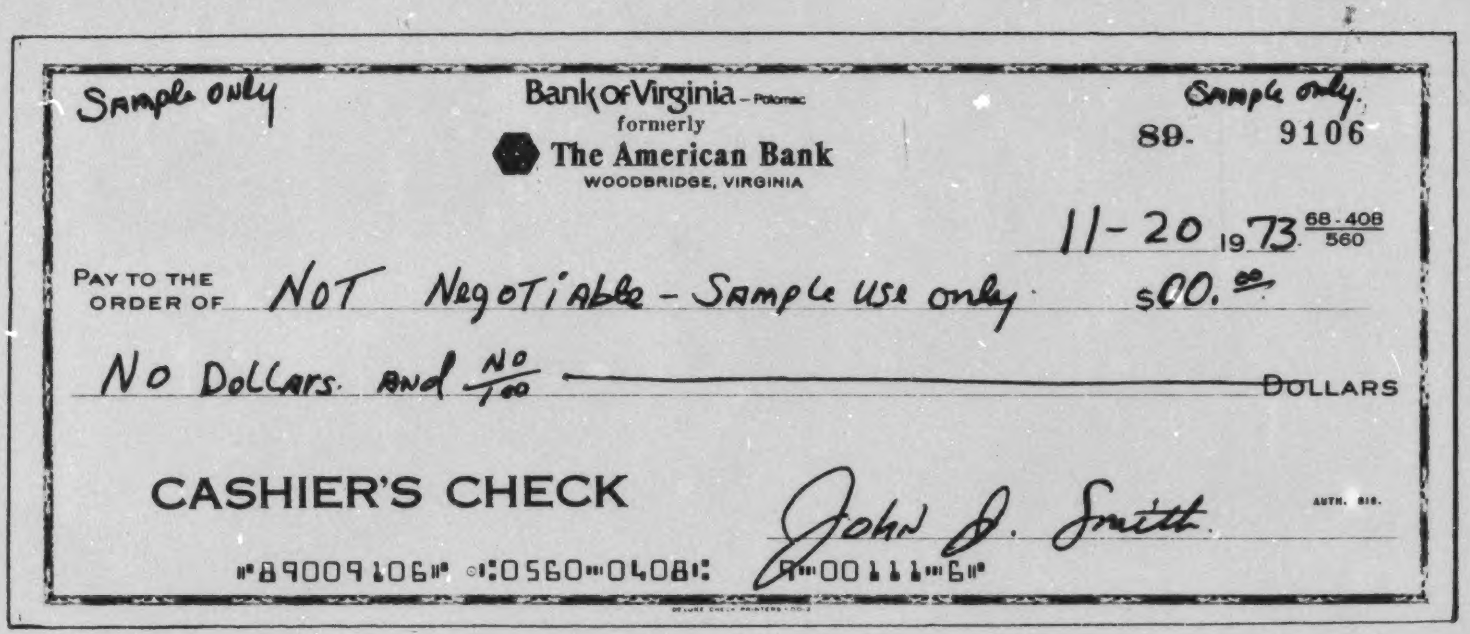
Robert P. Braden

VOID

MEMO ____________

⑆0560⑈0750⑆ 0 71

CASHIER'S CHECK



Sample only

Bank of Virginia – Potomac
formerly
The American Bank
WOODBRIDGE, VIRGINIA

Sample only.
89- 9106

11-20 19 73 $\frac{68-408}{560}$

PAY TO THE ORDER OF NOT Negotiable – Sample use only $00.⁰⁰

No Dollars. and $\frac{NO}{100}$ DOLLARS

CASHIER'S CHECK

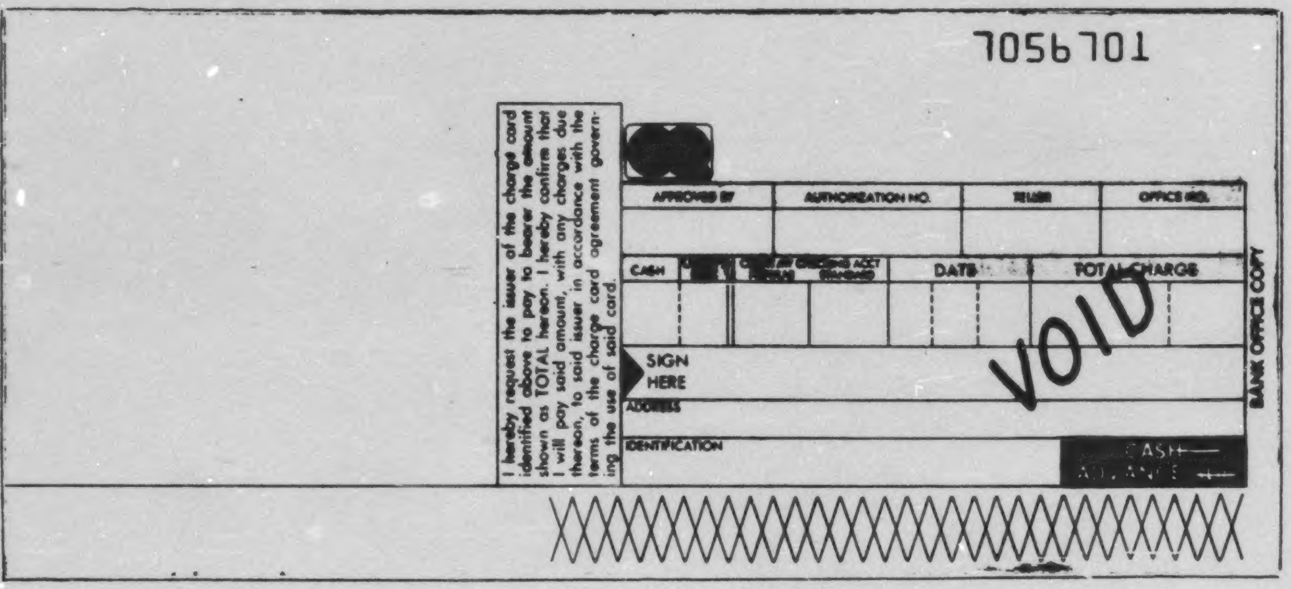
John J. Smith

AUTH. SIG.

⑈89009106⑈ ⑆0560⑉0408⑆ ⑈00111⑉6⑈

BANK CARD SERVICES

Master Charge*



7056701

I hereby request the issuer of the charge card identified above to pay to bearer the amount shown as TOTAL hereon. I hereby confirm that I will pay said amount, with any charges due thereon, to said issuer in accordance with the terms of the charge card agreement governing the use of said card.

APPROVED BY	AUTHORIZATION NO.	TELLER	OFFICE NO.

CASH	[illegible]	CREDIT MY CHECKING ACCT [illegible]	[illegible]	DATE	TOTAL CHARGE

SIGN HERE

ADDRESS

IDENTIFICATION

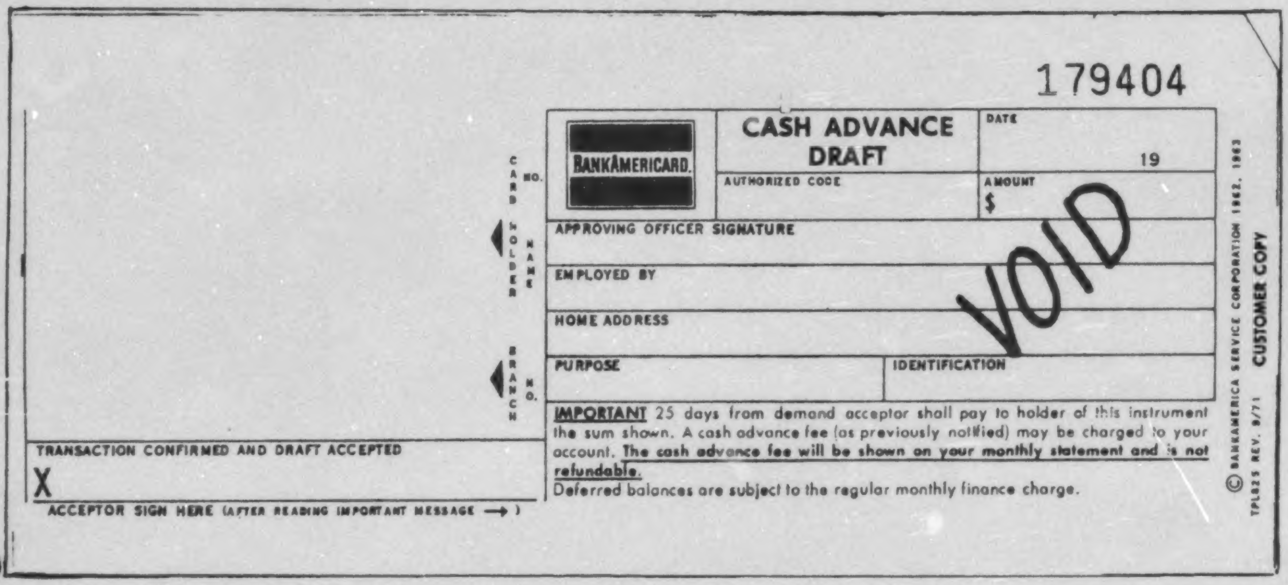
CASH ADVANCE

VOID

BANK OFFICE COPY

*Master Charge supplied courtesy of BankVirginia Credit Card Company, Richmond, VA 23260

BANKAMERICARD**



179404

BANKAMERICARD.

CARD NO.

CARD HOLDER NAME

BRANCH NO.

CASH ADVANCE DRAFT	DATE 19
AUTHORIZED CODE	AMOUNT $

APPROVING OFFICER SIGNATURE

EMPLOYED BY

HOME ADDRESS

PURPOSE	IDENTIFICATION

IMPORTANT 25 days from demand acceptor shall pay to holder of this instrument the sum shown. A cash advance fee (as previously notified) may be charged to your account. **The cash advance fee will be shown on your monthly statement and is not refundable.**
Deferred balances are subject to the regular monthly finance charge.

TRANSACTION CONFIRMED AND DRAFT ACCEPTED

X

ACCEPTOR SIGN HERE (AFTER READING IMPORTANT MESSAGE →)

VOID

© BANKAMERICA SERVICE CORPORATION 1962, 1963

TPL825 REV. 9/71

CUSTOMER COPY

**BANKAMERICARD supplied courtesy of BankAmerica Service Corporation, San Francisco, California 94104

Transparency VIII-2-10

SUPPLEMENTAL
TEACHING MATERIALS FOR ICT
GENERALLY RELATED LESSONS

Unit VIII
Lesson 2

BOOKS

Day and Beza, Money and Income. New York: Oxford U. Press, 1960.

Dodd, Kennedy and Olsen, Applied Economics. Cincinnati, Ohio: Southwestern Publishing Company, 1962

Feir, Richard, Economics for Everyday Living. New York; College Entrance Book Company, 1966.

Leith and Lumpkin, Economics. USA. McGraw-Hill, New York, New York.

Samuelson, Paul A., Economics. McGraw-Hill, New York, New York.

Wilhelms, Heimer, Jelley, and Herbert, Consumer Economics. McGraw-Hill, New York, New York.

BOOKLETS

How to Get Help When you Invest. James Kreeger and Company, 1625 Eye Street, N.W., Washington, D. C. 20006.

Money and Banking--Our Everyday Living. American Bankers Association Banking Education Committee, 12 East 36th Street, New York, New York 10016 (free).

The Story of American Banking. American Bankers Association, Box 462, Richmond, Virginia 23203.

Using Bank Services. American Bankers Association or Virginia Bankers Association, P.O. Box 462, Richmond, Virginia 23203 (free).

You and Your Bank. Channing L. Bete Co., Inc., Greenfield, Massachusetts 01301.

You and Your Money. Virginia Bankers Association, Box 462, Richmond, Virginia 23203 (free).

You, Money and Prosperity. American Bankers Association, Box 462, Richmond, Virginia 23203.

Your Money. National Schools Committee for Economic Education, Inc., One Park Avenue, Old Greenwich, Connecticut 06870.

What is a Bank? Virginia Bankers Association, Box 462, Richmond, Virginia 23203.

FILMS

Banks and Credit. Shows how your transactions relate to bank's extension of credit. 10 minutes, $2.50, Business Education films. 16th Avenue, Brooklyn, New York.

SUPPLEMENTAL
TEACHING MATERIALS FOR ICT
GENERALLY RELATED LESSONS

Unit VIII
Lesson 2

FILMS (continued)

Federal Reserve System. Shows what happened during the panic of 1917 and the part Woodrow Wilson and Carter Glass played in 1912-13 in instituting the Federal Reserve System. 20 minutes, State.

Federal Reserve System. Explains how this organization has made our economic and banking systems stable. 20 minutes, 1952, State.

The Role of the Commercial Banking System. Virginia Bankers Association, Box 462, Richmond, Virginia 23203

You and Your Money. Cartoon of how money circulates and makes possible the ready exchange of goods and services. 12 minutes, State.

PAMPHLETS

The Federal Reserve at Work. Virginia Bankers Association, Box 462, Richmond, Virginia 23203.

The Federal Reserve System. Federal Reserve Bank of Atlanta, Atlanta, Georgia, 30304.

Personal Money Management. Saving Division A.B.A., New York, New York.

The Story of American Banking. Saving Division A.B.A.

What is a Bank? Virginia Bankers Association, Box 462, Richmond, Virginia 23203.

TRANSPARENCIES

About Money and Banking, 16 page booklet, 2 colors (for making own transparencies) Channing L. Bete Company, 75¢.

INSTRUCTOR'S LESSON PLAN
Generally Related Information

Unit VIII
Lesson 3

SUBJECT: Using Your Checking Account

OBJECTIVES: The student will be able to recognize the benefits of a checking account.
The student will be able to properly write a check.
The student will be able to reconcile a bank statement.

TEACHING AIDS: Overhead projector, opaque projector, blackboard, 16 mm projector.

MATERIALS: Transparencies; hand-outs; sample check register and checks; booklet, The Story of Checks, available from Federal Reserve Bank of New York, 33 Liberty Street, New York, New York 10045; film "The Story of a Check", 13 minutes, available from Virginia State Department of Education.

REFERENCES: Succeeding in the World of Work. McKnight and McKnight Publishing Company, 1970, Bloomington, Illinois.

I. PREPARATION (of the learner)

Bring to class, play money in one hand and blank checks in the other. Offer both to class. Stimulate a discussion on which one students would prefer to have and use.

II. PRESENTATION (of the information)

INSTRUCTIONAL TOPICS	KEY POINTS (things to remember to do or say)
A. Advantages of Your Checking Account 1. Substitute for money which can be sent through mail.	Point out that checks can serve as receipts for tax purposes.
2. Canceled checks are receipt of payment. 3. Not necessary to carry large amounts of money on your person. 4. Accurate record of where your money is spent.	Show film, "The Story of a Check"
B. Opening a Checking Account 1. Types of checking accounts a. Individual b. Joint c. Partnership d. Corporation	Ask: How do you go about opening a checking account? List on board procedure involved. 1. Visit bank of your choice, introduce yourself to an officer of the bank. He will usually direct you to the person who opens accounts. 2. Sign signature card; use signature you will use on all checks you write. Refer to Transparency VIII-3-1. 3. Fill out deposit slip. Refer to Transparency VIII-3-2.
	Point out differences between individual and joint checking accounts. Stress importance of having joint account such as Mr. OR Mrs.

II. PRESENTATION (continued)

INSTRUCTIONAL TOPICS	KEY POINTS (things to remember to do or say)
C. Writing a Check	Refer to Hand-out VIII-3-3
Information for register	
a. Check number	
b. Date	
c. Name of payee	
d. Amount of check	
e. Balance	
D. Information on Check	Refer to Hand-out VIII-3-4
1. Date	Refer to Transparency VIII-3-5
2. Payee	
3. Amount in numbers	Begin at $ sign.
4. Amount in words	Begin at left and space words closely.
5. Signature	
E. Endorsements	Refer to Transparency VIII-3-6, VIII-3-7 VIII-3-8.
1. Blank	
2. Restrictive	
Special	
F. Reconciling Your Checking Account	Point out what is included, and ask how it relates to balancing your checking account.
1. Bank statement	
a. Returned canceled checks	
b. Beginning and ending monthly balances.	Refer to Transparency VIII-3-9
2. Balancing your Checkbook	Ask: How should one balance his checkbook?
a. Sort checks numerically.	
b. Check off in check register each of checks written and paid by bank.	Refer to Hand-out VIII-3-3
c. List checks written but not returned on back of statement.	Refer to Hand-out VIII-3-10 Refer to Transparency VIII-3-11
d. Reconcile your account	

III. APPLICATION

Have students properly write a check, enter information in check register and reconcile bank statement, using hand-outs.

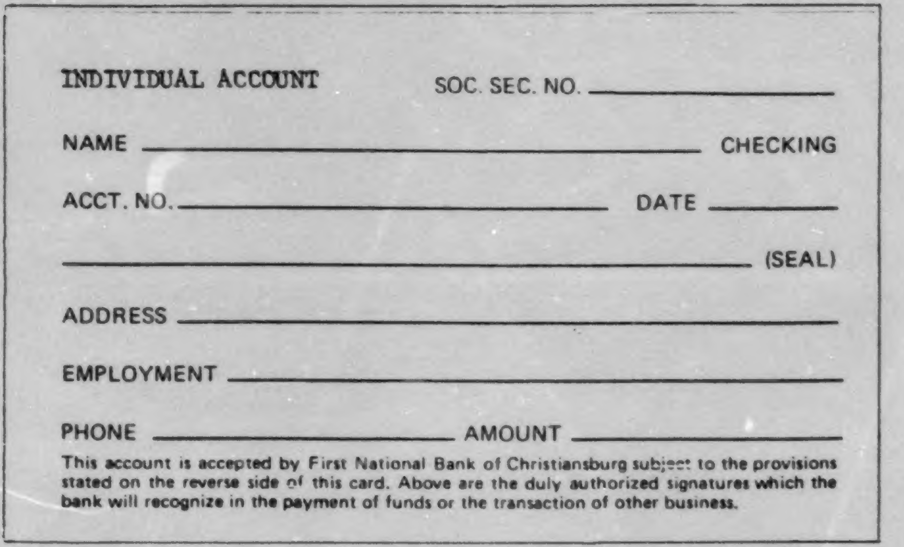
IV. TEST

Explain the procedure for opening a checking account.
List types of endorsements and explain.
Properly write a check.
Reconcile an account.

SUGGESTED ACTIVITIES:

Read "The Story of Checks".
Read Chapter 12 in Succeeding in the World of Work.
Have students open a personal checking account.

SIGNATURE CARDS



INDIVIDUAL ACCOUNT SOC. SEC. NO. ____________

NAME ______________________________ CHECKING

ACCT. NO. ________________________ DATE ______

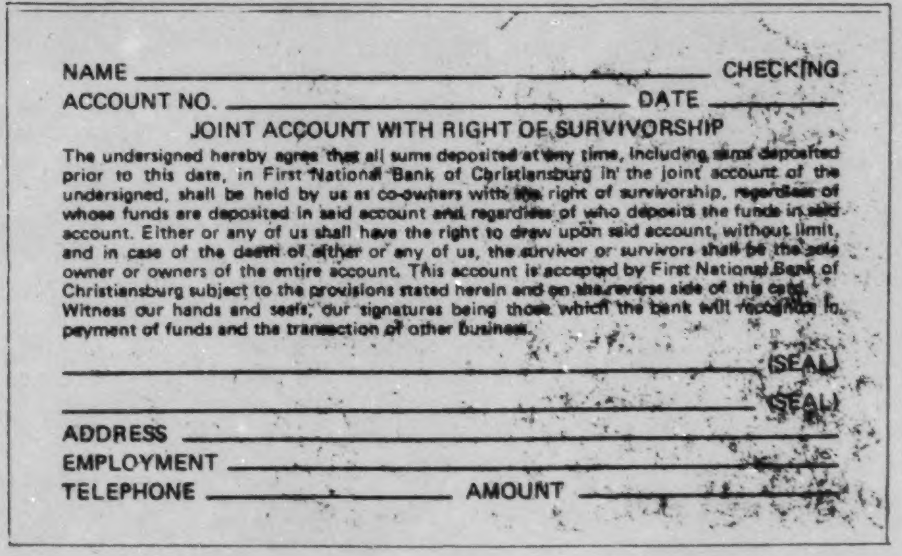
______________________________________ (SEAL)

ADDRESS ________________________________

EMPLOYMENT ____________________________

PHONE _______________ AMOUNT __________

This account is accepted by First National Bank of Christiansburg subject to the provisions stated on the reverse side of this card. Above are the duly authorized signatures which the bank will recognize in the payment of funds or the transaction of other business.



NAME ______________________________ CHECKING

ACCOUNT NO. _______________________ DATE ______

JOINT ACCOUNT WITH RIGHT OF SURVIVORSHIP

The undersigned hereby agree that all sums deposited at any time, including sums deposited prior to this date, in First National Bank of Christiansburg in the joint account of the undersigned, shall be held by us as co-owners with the right of survivorship, regardless of whose funds are deposited in said account and regardless of who deposits the funds in said account. Either or any of us shall have the right to draw upon said account, without limit, and in case of the death of either or any of us, the survivor or survivors shall be the sole owner or owners of the entire account. This account is accepted by First National Bank of Christiansburg subject to the provisions stated herein and on the reverse side of this card. Witness our hands and seals, our signatures being those which the bank will recognize in payment of funds and the transaction of other business.

______________________________________ (SEAL)

______________________________________ (SEAL)

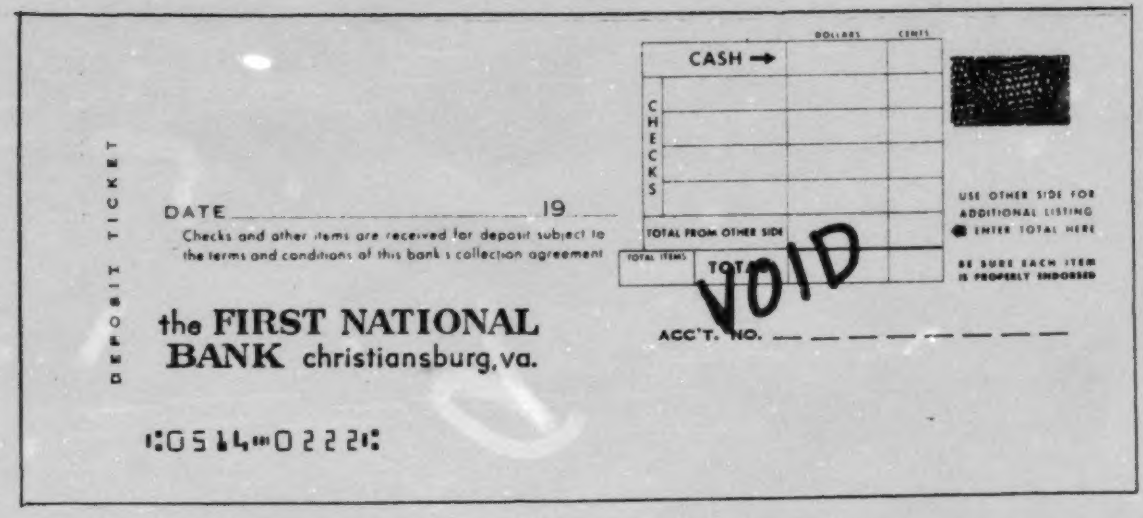
ADDRESS ________________________________

EMPLOYMENT ____________________________

TELEPHONE _______________ AMOUNT __________

Transparency VIII-3-1

CHECKING ACCOUNT DEPOSIT SLIP



DEPOSIT TICKET

DATE __________________ 19 ____

Checks and other items are received for deposit subject to the terms and conditions of this bank's collection agreement

the FIRST NATIONAL BANK christiansburg, va.

⑆0514⑈0222⑆

		DOLLARS	CENTS
	CASH →		
CHECKS			
	TOTAL FROM OTHER SIDE		
TOTAL ITEMS	TOTAL		

VOID

[redacted]

USE OTHER SIDE FOR ADDITIONAL LISTING

◀ ENTER TOTAL HERE

BE SURE EACH ITEM IS PROPERLY ENDORSED

ACC'T. NO. __ __ __ __ __ __ __ __

Transparency VIII-3-2

Managing Money

Sample Check Register

Check Number	Date	Check Issued to (Payee)	Amount of Check	Date of Deposit	Amount of Deposit	Balance

Sample Checks

Peter Smith
No. 1 Park Place
Hometown, Virginia 00001

182

____________________ 19____

Pay
to the ______________________________ $______
order of

______________________________ Dollars

Hometown National Bank
Hometown, Virginia

For ____________________ ____________________

Peter Smith
No. 1 Park Place
Hometown, Virginia 00001

183

____________________ 19____

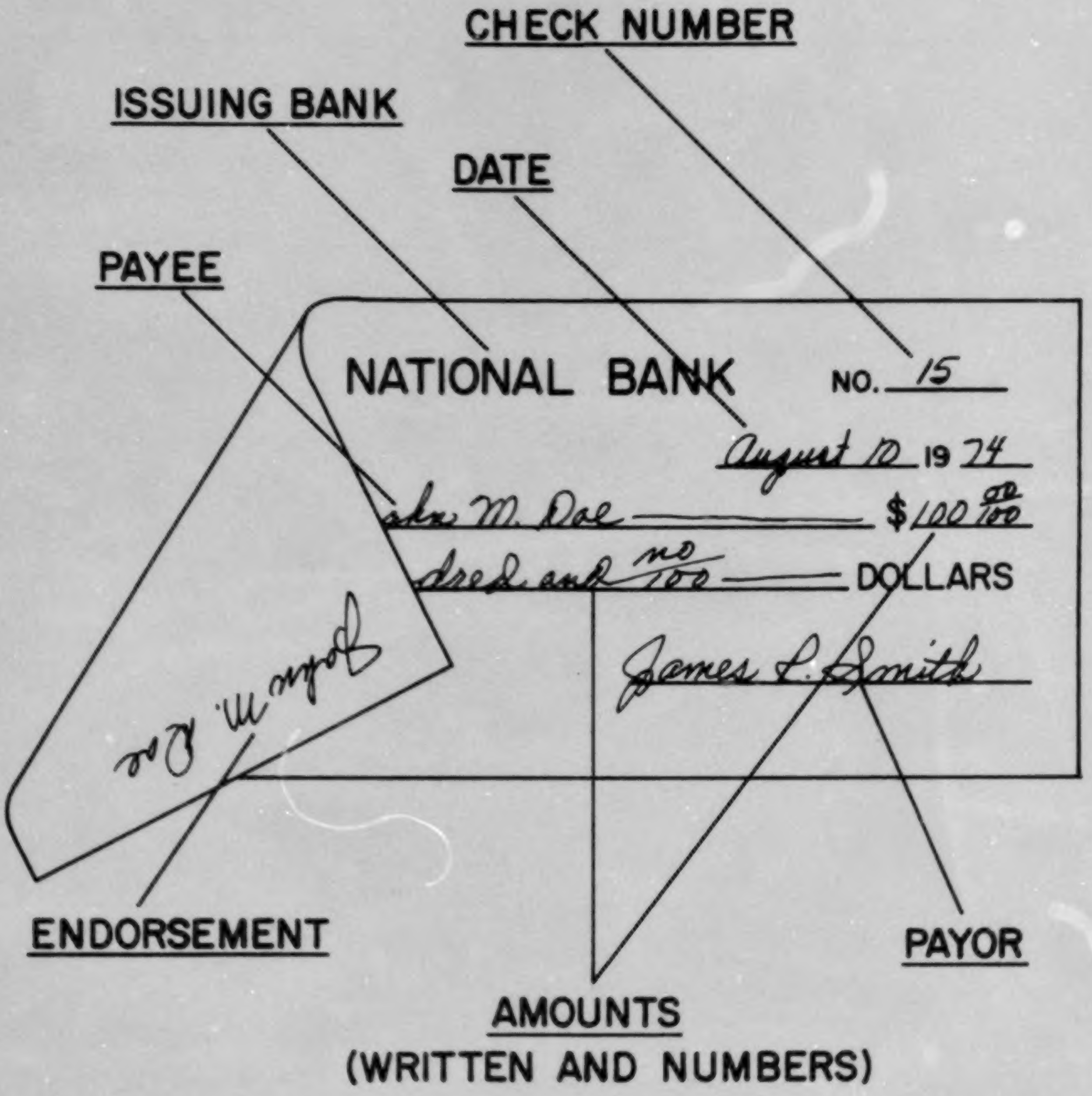
Pay
to the ______________________________ $______
order of

______________________________ Dollars

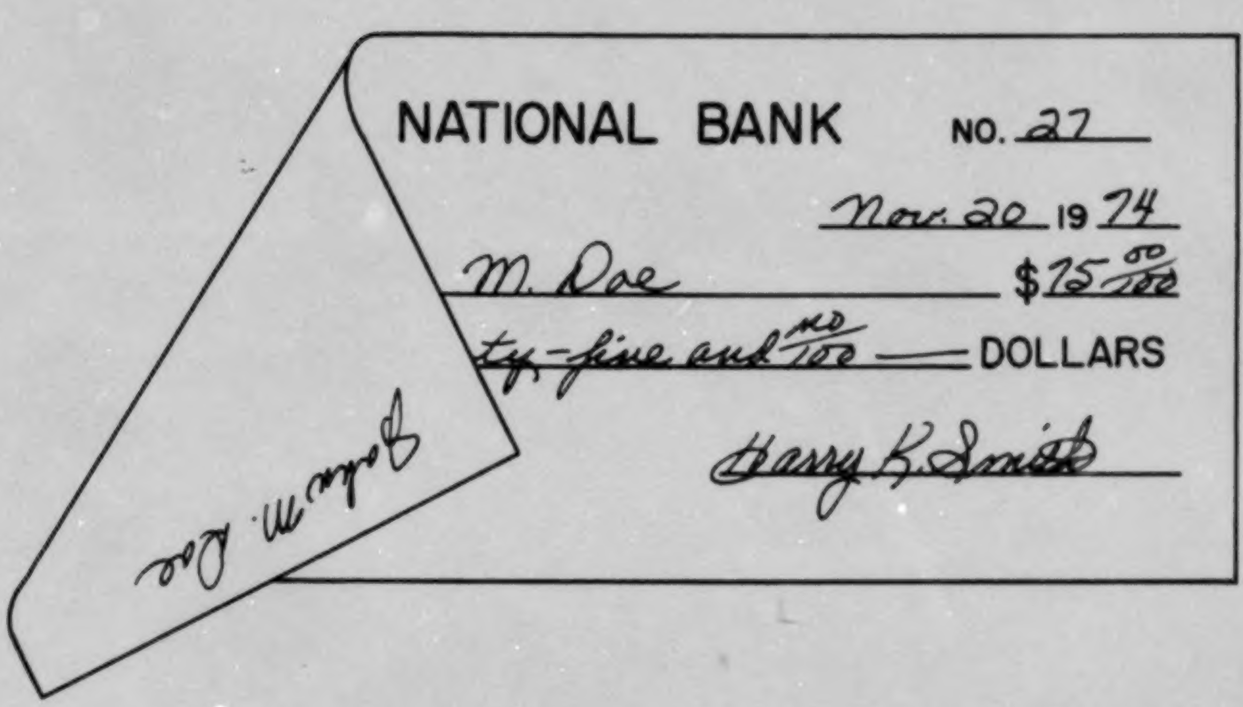
Hometown National Bank
Hometown, Virginia

For ____________________ ____________________

Hand-out VIII-3-4


CHECK NUMBER
ISSUING BANK
DATE
PAYEE
NATIONAL BANK
NO. 15
August 10 1974
ohn M. Doe
$100 00/100
dred and no/100
DOLLARS
James L. Smith
John M. Doe
ENDORSEMENT
PAYOR
AMOUNTS
(WRITTEN AND NUMBERS)

A BLANK ENDORSEMENT



NATIONAL BANK NO. 27

Nov. 20 19 74

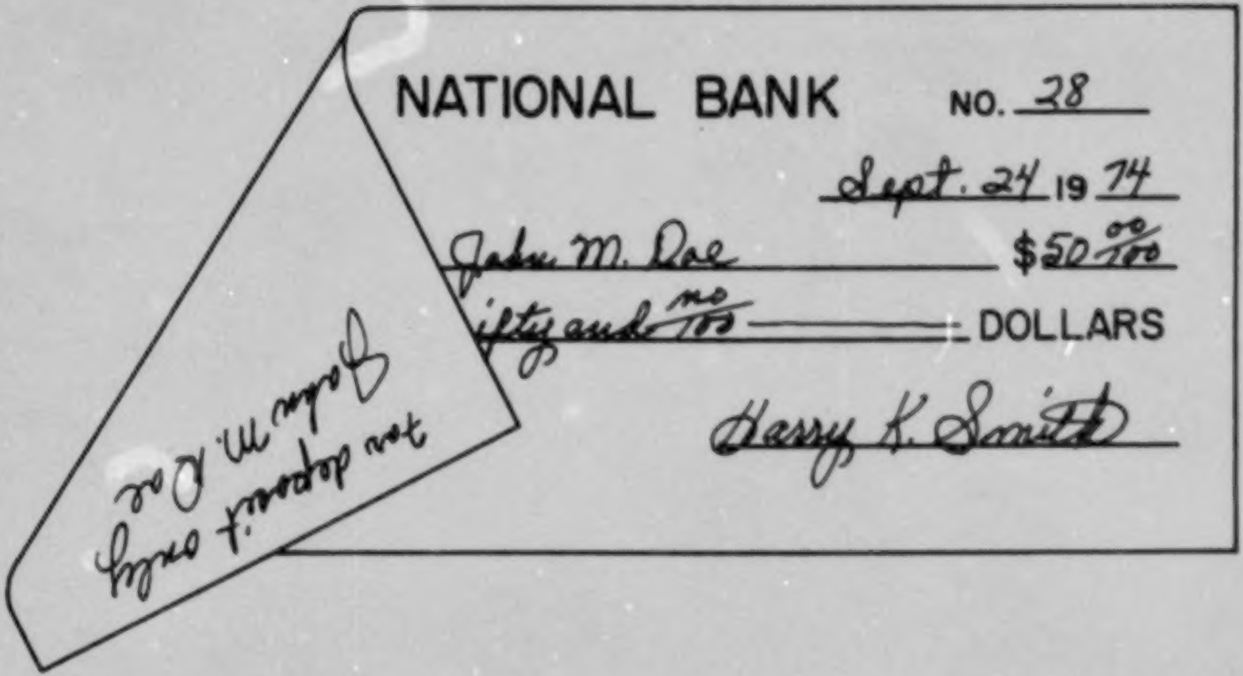
M. Doe $ 75 00/100

ty-five and no/100 — DOLLARS

Harry K. Smith

John M. Doe

A RESTRICTIVE ENDORSEMENT



NATIONAL BANK NO. 28

Sept. 24 19 74

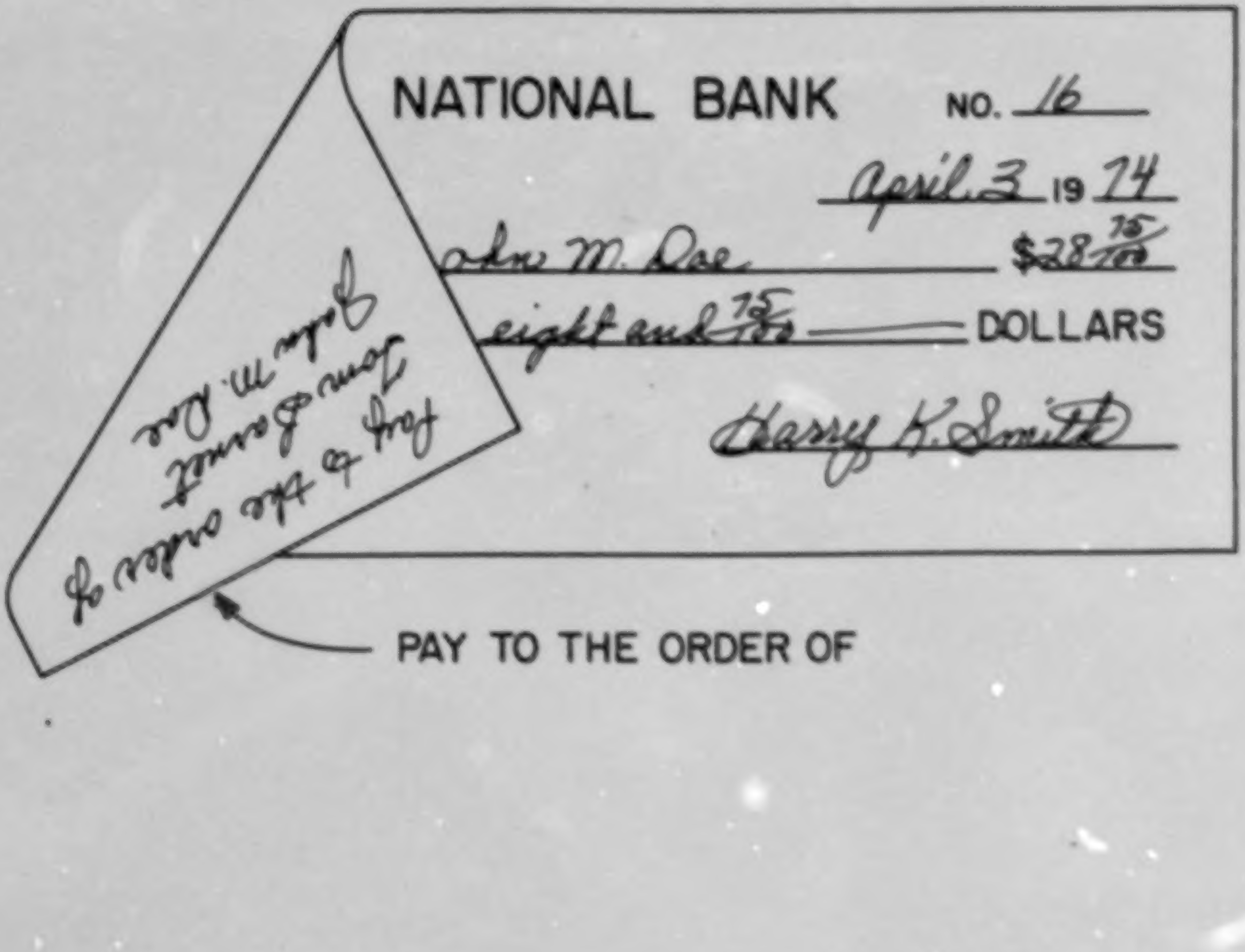
John M. Doe $50 00/100

ifty and no/100 DOLLARS

Harry K. Smith

For deposit only
John M. Doe

A SPECIAL ENDORSEMENT
(RESTRICTIVE)



NATIONAL BANK NO. 16

April 3 19 74

ohn M. Doe $28 75/100

eight and 75/100 —— DOLLARS

Harry K. Smith

Pay to the order of
Tom Bennett
John M. Doe

PAY TO THE ORDER OF

BANK STATEMENT

Financial Profile

First National Exchange Bank
A Dominion Bankshares Bank

Ralph M. Griffis
1560 Mountain View Drive
Pittsburg, Pennsylvania 15140

08 AS OF AUG 07, 1974
CHECKING 624-538-79
01

	DEPOSITS		CHECKS			
BEGINNING BALANCE	NO.	AMOUNT	NO.	AMOUNT	ACT. CHG.	ENDING BALANCE
921.54	0	.00	16	608.36	.00	313.18

	LINE OF CREDIT	BALANCE	AVAILABLE CREDIT
BANKAMERICARD ®			

INSTALLMENT LOAN(S)		MORTGAGE LOAN(S)		CHRISTMAS SAVINGS	
NO.	BALANCE	NO.	BALANCE	NO.	AMOUNT SAVED

SAVINGS	NO	INTEREST EARNED NOT CREDITED	INTEREST RECEIVED THIS YEAR	AMOUNT SAVED
TOTAL INTEREST AND SAVINGS				

ITEMS (SYMBOLS EXPLAINED BELOW)

			DATE	BALANCE
CHECKING 111-548-84				921.54
206.92MD	5.00		07-10	709.62
5.40			07-11	704.22
182.50MD	10.00	15.58	07-16	496.14
8.21			07-18	487.93
14.60			07-19	473.33
3.25			07-20	470.08
5.30	20.19		07-23	444.59
42.00			07-25	402.59
17.41			07-26	385.18
10.00			07-30	375.18
13.00	49.00		08-02	313.18

AC ACTIVITY CHARGE	DC DEPOSIT REVERSAL	IN INTEREST	MD MISCELLANEOUS DEBIT
BC CUSTOM CREDIT	DP DEPOSIT	LS LIST OF CHECKS	RC RETURNED CHECK CHARGE
CC CERTIFIED CHECK	EC CHECK REVERSAL	MC MISCELLANEOUS CREDIT	RT RETURNED CHECK

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• Servicemarks owned and licensed by BankAmerica Service Corporation

If you wish to have new accounts shown on your Financial Profile, please notify us.

Transparency VIII-3-9

TO RECONCILE YOUR BANK ACCOUNT, FOLLOW THE PROCEDURE BELOW:

Enter Balance Shown
On Bank Statement $________________

Add Deposits
Not on Statement $________________

____

____

TOTAL $________________

SUBTRACT Checks Issued
But Not On Statement

Date or No.	Amount

TOTAL $____________

BALANCE $____________

Balance Shown In your Checkbook $____

SUBTRACT activity charges and other
bank charges not in checkbook

$________

____

____

TOTAL $__________________

BALANCE $__________________

THESE TOTALS REPRESENT THE CORRECT AMOUNT OF
MONEY YOU HAVE IN BANK AND SHOULD AGREE.

IF YOUR ACCOUNT DOES NOT BALANCE, Check the items below:

1. Are the amounts of all the deposits you have entered in your checkbook the same as shown on this statement?
2. Did you write any checks which are not entered in your checkbook?
3. Is the amount of each check correctly recorded in your checkbook?
4. Are all additions and subtractions on your checkbook correct?
5. If unable to balance your accounts, contact the bank for assistance.

Hand-out VIII-3-10
Transparency VIII-3-11

SUPPLEMENTAL
TEACHING MATERIALS FOR ICT
GENERALLY RELATED LESSONS

Unit VIII
Lesson 3

BOOKS

Day and Beza, Money and Income. New York: Oxford U. Press, 1960

Dodd, Kennedy and Olsen, Applied Economics. Cincinnati, Ohio: Southwestern Publishing Company, 1962

Feir, Richard, Economics For Everyday Living. New York; College Entrance Book Company, 1966.

Leith and Lumpkin, Economics. USA. McGraw-Hill, New York, New York.

Samuelson, Paul A., Economics. McGraw-Hill, New York, New York.

Wilhelms, Heirmer, Jelley and Herbert, Consumer Economics. McGraw-Hill, New York, New York.

BOOKLETS

Patents and Your Tomorrow. National Association of Manufacturers, 2 East 48th Street, New York, 17, New York 10017.

FILMS

The Story of a Check. Illustrates how the checking system works and the steps a check takes, until final payment. 13 minutes, State.

Paying by Check. An introduction to a checking account. Virginia Bankers Association, Box 462, Richmond, Virginia 23203.

PAMPHLETS

What is a Check? Virginia Bankers Association

The Story of Checks. Federal Reserve Bank of New York Public Information, Federal Reserve, P.O. Station, New York, New York 10045.

Using Bank Services. Virginia Bankers Association.

How to Do Your Banking. Dr. George E. Klise, Box 840, Richmond, Virginia 23219.

The Story of Checks. Public Information Department, FRS Bank of New York, New York, New York.

ICT - I

UNIT IX

EMPLOYEE LEGAL RIGHTS AND RESPONSIBILITIES

Lesson 1. You and The Law

Lesson 2. Contracts

Developed by

Edward L. Davis, Jr.

and

Charles R. Dykes

INSTRUCTOR'S LESSON PLAN
Generally Related Information

Unit IX
Lesson 1

SUBJECT: You and The Law

OBJECTIVE: The student will be able to define basic terms of law.

TEACHING AIDS: Overhead projector, 16 mm projector, and blackboard.

MATERIALS: Hand out booklet, "You and The Law", transparency, and film, "Understanding the Law". McGraw Hill Publishing Company, 300 West 42 Street, New York, New York 10061.

REFERENCES: Personal Business Law. Schneider, Smith, and Whitecraft, McGraw-Hill Book Company, "The Consumer and the Law", National Association of Secondary School Principals.

I. PREPARATION (of the learner)

Refer to Transparency IX-1-1, and discuss.
Question
What would happen if there were no laws?

II. PRESENTATION (of the information)

INSTRUCTIONAL TOPICS	KEY POINTS (things to remember to do or say)
A. Law	Refer to Transparency IX-1-2 and discuss.
1. Definition	
2. Purpose	
B. Classification	Refer to Hand-out IX-1-3 and discuss.
1. Natural	
2. Moral	
3. Man-made	
a. Institutional	
b. Constitutional	
c. Administrative	
d. Criminal	
e. Private	
C. Origin of the Law	List on blackboard and discuss
1. Tribal laws	
2. English common law	
3. Roman or civil law	
4. Statute law	
D. Classification of Wrongful Acts	Refer to Hand-out IX-1-4 and discuss
1. Crimes	
a. Treason	
b. Felonies	
c. Misdemeanors	
2. Torts	Show film, "Understanding the Law".
a. Assault	
b. Battery	
c. Negligence	
d. Libel and slander	
e. Trespassing	

II. PRESENTATION (continued)

INSTRUCTIONAL TOPICS	KEY POINTS (things to remember to do or say)
E. Remedies for Wrongful Acts 1. Injunction 2. Law suit for damages	Point out that an injunction only stops an unlawful act.

III. APPLICATION

A. Discuss actual cases in class.
B. Have local attorney talk to class.

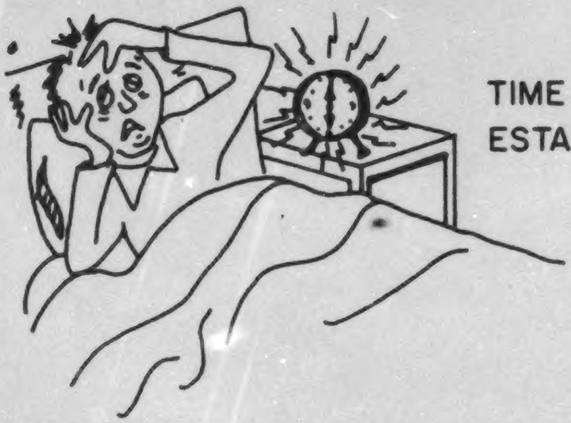
IV. TEST

Have students define terms of the law.

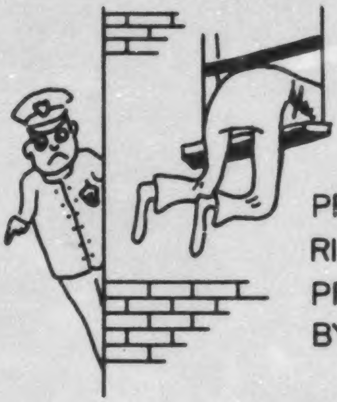
SUGGESTED ACTIVITIES: Field trip to attend court session and discuss procedure.

NEXT LESSON: Contracts

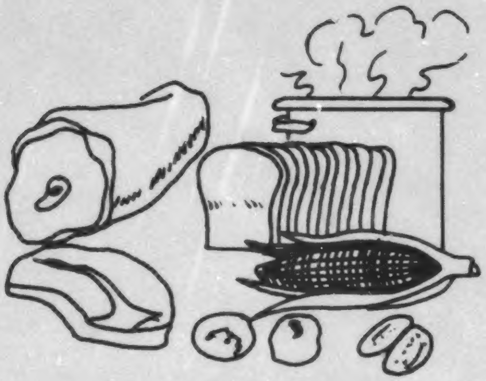
PERSONAL APPLICATION OF LAW



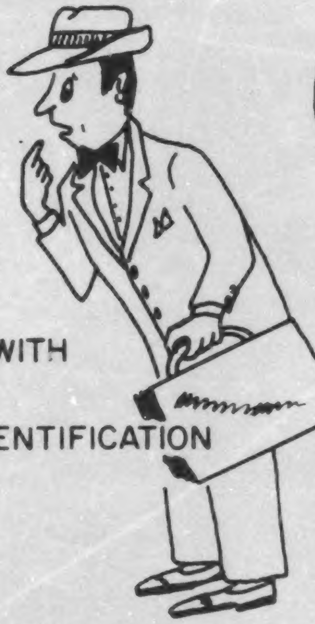
TIME IS REGULATED BY LAWS ESTABLISHING STANDARD TIME ZONES.



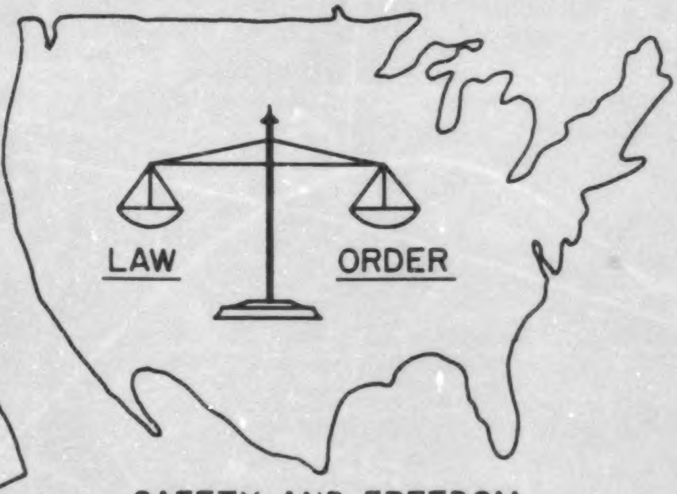
PROPERTY RIGHTS ARE PROTECTED BY LAW.



FOODS ARE REGULATED BY STATE AND FEDERAL LAWS.



CLOTHES ARE LABELED IN COMPLIANCE WITH THE TEXTILE PRODUCTS IDENTIFICATION ACT.



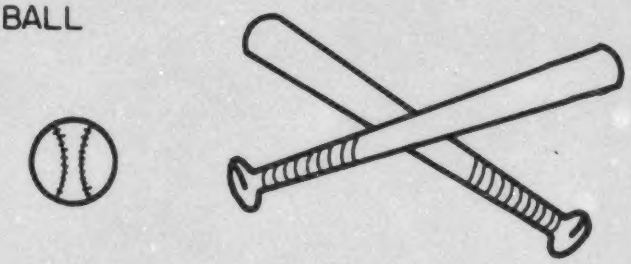
SAFETY AND FREEDOM ARE POSSIBLE IN A NATION OF LAW AND ORDER.

Transparency IX-1-1

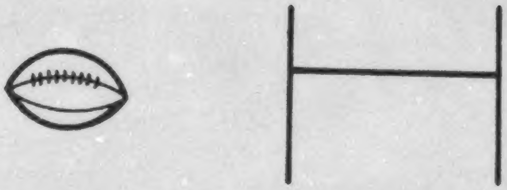
DEFINING LAW

LAW HAS BEEN DEFINED AS RULES OF CONDUCT GOVERNING MEN IN THEIR RELATIONS WITH ONE ANOTHER, JUST AS THESE ARE RULES FOR PLAYING:

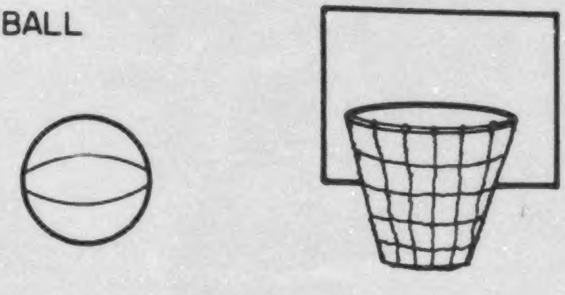
BASEBALL



FOOTBALL



BASKETBALL



LAW CAN BE THOUGHT OF AS THE
RULES FOR LIVING IN A CIVILIZED SOCIETY

Transparency IX-1-2

CLASSIFICATION OF LAW

NATURAL--These refer to the laws of nature:

Survival of the strong over the weak.

Laws of gravity and tides.

MORAL--Refers to the idea, "We are our brother's keeper". For example,

A person seeing a person drowning has a moral obligation to save him, and a person hearing someone screaming in the night has a moral duty at least to call the police.

INTERNATIONAL LAW--is concerned with the conduct of nations in their relations with other nations.

CONSTITUTIONAL LAW--is concerned with the Federal Constitution and its relationship to existing laws.

ADMINISTRATIVE LAW--is concerned with the conduct of government administration agencies and their regulations.

CRIMINAL LAW--is concerned with the acts against society and the regulation of criminal activity.

PRIVATE LAW--is concerned with the rights and obligations of individuals and includes the law of property and contracts.

Hand-out IX-1-3

CLASSIFICATION OF WRONGFUL ACTS

CRIMES: Treason--is a serious crime of treachery against the federal government, such as revealing defense secrets to a foreign power.

Felony--is a serious crime against society, such as murder, arson, embezzlement, or bribery, and is usually punishable by imprisonment or in some states death.

Misdemeanor--is a less serious crime, such as a traffic violation, and is usually punishable by a fine or a relatively short period of imprisonment.

TORTS: The purpose of tort law is to provide compensation for losses suffered by persons whose legally protected interests have been violated, not to punish wrongdoers.

EXAMPLES: Negligence--When a person, through his own carelessness causes injury to another person or damage to his property, the party may sue for damages.

Libel and Slander--making false statements about a person's reputation and denying him the right to a good name. If the statement is written or published it is libel, and if it is spoken it is slander.

Trespassing--going on posted property; property that has been posted "Keep out". Violator will be prosecuted for trespassing. Posting property is to keep people from damaging property.

Assault--An unlawful physical attack upon another; an attempt to do violence to another.

Battery--as by holding a club or other weapon in a threatening manner.

Hand-out IX-1-4

SUPPLEMENTAL
TEACHING MATERIALS FOR ICT
GENERALLY RELATED MATERIALS

Unit IX
Lesson 1

BOOKS

Catalde, Bernard F., Introduction to Law and the Legal Process. J. Wiley, New York, New York 10001.

Riss, Martin J., Handbook of Everyday Law. Harper, 1959, New York, New York 10001.

Schneidner, Smith and Whitcraft, Personal Business Law. McGraw-Hill, 300 West 42nd Street, New York, New York 10001.

BOOKLETS

The Consumer and the Law. National Association of Secondary School Principals, Department of Education, 1201-16th Street, N. W., Washington, D. C. 20000.

Equal Justice for the Poor Man. Public Affairs Committee, Inc., 381 Park Avenue, South, New York, New York 10016, 25¢.

You and the Law--Consumer Law "Rights and Responsibilities". Changing Times Educational Service, Suit G-14 ,1729 H. Street, N. W., Washington, D. C. 20006,

You and the Law. Kiwanis International, 101 East Erie Street, Chicago, Illinois 60607.

You and the Law--Owning or Renting a Home. Research Institute of America, Inc., 489 Fifth Avenue, New York, New York 10017.

What Everyone Should Know About Law, Catalogue A428, Channing L. Bete Company, Inc., 45 Federal Street, Greenfield, Massachusetts, 01301, Telephone number: 413-774-2301, 100 or more 40¢ each.

What Should You Know About Wills. National Research Bureau, Inc., 424 North Third Street, Burlington, Iowa 52601.

When Do You Need a Lawyer? National Research Bureau, Inc., 424 North Third Street, Burlington, Iowa 52601

FILMS

The Bill of Rights in Action. A story of a trial. The film follows two young men who are accused of a misdemeanor offense, 22 minutes, color, 1966, State.

A Family Affair. A study of people, problems, and principles. The points made in this film about national legislature issues and the citizens' part in solving them. 30 minutes, color, National Association of Plumbing, Heating-Cooling Contractors, 1016-20th, N. W., Washington, D. C. 20036

Why We Respect the Law. Main theme is the development of an attitude of respect for the law. 13 minutes, 1950, State.

PAMPHLETS

Meat Inspection for Your Protection. Division of Animal Health and Dairies, 1444 East Main Street, Richmond, Virginia.

Virginia's Weights and Measures Law. Virginia Department of Agriculture and Commerce, P.O. Box 1163, Richmond, Virginia 23209.

You and The Law. Kiwanis International, 101 East Erie Street, Chicago, Illinois 60607.

INSTRUCTOR'S LESSON PLAN
Generally Related Information

Unit IX
Lesson 2

SUBJECT: Contracts

OBJECTIVE: The student will be able to list the required elements of a contract.

TEACHING AIDS: Blackboard, overhead projector

MATERIALS: Samples of different types of contracts, transparencies

REFERENCES: The Consumer and the Law. National Association of Secondary School Principals.
Succeeding in the World of Work. McKnight and McKnight Publishing Company, 1970, Bloomington, Illinois.

I. PREPARATION (of the learner)

Introduction
A. Have you made a contract today?
B. Have you made an oral contract today?

II. PRESENTATION (of the information)

INSTRUCTIONAL TOPICS	KEY POINTS (things to remember to do or say)
A. What is a contract?	Refer to Hand-out IX-2-1
1. Purpose of contracts	
2. Types of contracts	Review and discuss
a. Express	
b. Implied	Refer to Hand-out IX-2-2, IX-2-3
c. Informal (written or oral)	
d. Formal (written or oral)	
B. Required Elements of a Contract	Refer to Transparency IX-2-4
1. Mutual assent	
2. Competent parties	Discuss
3. Consideration	
4. Legal bargain	
5. Required form	
C. Sales Contracts	Refer to Hand-out IX-2-2, IX-2-3.
1. Uniform sales act	
2. Conditional sales contracts	Discuss
3. Truth and lending law	
D. Miners' Liability on Contracts	Ask: Can miners make a contract? If so, under what conditions?
1. Necessities	
2. Station in life rule	
E. Things That Make a Contract Void	Refer to Hand-out IX-2-5 and discuss.
1. Duress	
2. Undue influence	
3. Fraud or misrepresentation	
4. Incompetence	

II. PRESENTATION (continued)

INSTRUCTIONAL TOPICS	KEY POINTS (things to remember to do or say)
F. Remedies for Breach of Contract	Explain terms and call for examples from the class.
1. Recision	
2. Damages	
3. Specific performance	

III. APPLICATION

A. Have students draw up a contract for the sale of an automobile.
B. Have someone who is familiar with sales contracts speak to group.

IV. TEST

A. Have students identify and define types of contracts.
B. What are the elements necessary for a contract?

SUGGESTED ACTIVITIES:

Have students list how many contracts they or their parents may have made.
Have students prepare a bulletin board of sample contracts.

NEXT LESSON: You and the American Economy

CONTRACTS DEFINED

Contract--An agreement between two or more parties for the doing or not doing of some definite thing.

TYPES OF CONTRACTS

Express--Contracts that specifically state the agreement of the parties orally or in writing.

Implied--Not stated or written but are understood from the acts or conduct of the parties, from the customs of the trade, or from the conditions or circumstances.

Example: Bill entered a men's shop, ordered an overcoat, and left instructions that it was to be delivered to his house. The price of the coat, when payment was to be made, and the exact time of delivery were not discussed. This is an implied contract. Several implied agreements are involved: (1) That the market price of the coat will be paid, (2) that payment will be made on delivery or when it is customary to make payments, and (3) that delivery will be made within a reasonable time.

Informal--They are made when you make purchases of clothing at a local store, have clothes cleaned at the dry cleaner, or have your shoes repaired at the shoe shop. They may be written or oral.

Formal--These contracts are written and usually require a seal to make them enforcable by law.

SIMPLE CONTRACT

MICHAEL ALLAN OF 659 Biscayne Boulevard, Hollywood, Florida 33023, purchased an Apex television set, model 0109, cherry finish, for $320.00. The price of the set included an outdoor aerial and installation. Terms of the sale: $80.00 down. $40.00 a month for six months. Complete this sample contract or order form, using the current date and your name as the name of the salesman.

LINCOLN RADIO AND TELEVISION COMPANY
3180 South Ocean Drive, Hallandale, Florida 33009
(305) 929-3965

Date__________

Please deliver and install the following instrument as specified herein, and in accordance with prices, terms, and conditions made in this order, at,

Name of Customer____Phone__________

Address____
(No.) (Street)

____
(City) (State) (Zip)

Installation address____

Model Price Description of Instrument

____

Terms:---

It is expressly understood that there is no verbal understanding or additional written agreement existing that can change or modify the prices, conditions of sale, or terms of payment as specified herein, and acceptance of this order becomes a binding contract subject to the terms and conditions set forth herein.

Salesman__________________________Accepted by__________________________
(Your Name) (Customer)

_________________________NAME & DATE

Hand-out IX-2-2

FORMAL CONTRACT

Eric Herberts, owner of a wholesale notion business located at 619 Westfield Avenue, Elizabeth, New Jersey 07208, agreed to employ Joel Allan of 58 Huyler Avenue, Newark, New Jersey 07105, as salesman for a period of two years. He was to receive a salary of $150 a week plus six percent commission on gross sales, payable weekly on the last working day of each week. Write the contract of employment by completing the following form.

FORMAL CONTRACT

AGREEMENT made this day of , 19 , between

, hereinafter called "the employee",

and hereinafter

called "the employer".

WITNESSETH:

In consideration of their mutual promises contained herein, the parties hereto agree as follows:

The employee agrees to work for the period of years from the date herein

as

of the employer and agrees faithfully to serve the employer and to devote all his time and attention to the interest of his employer's business.

The employer agrees to pay to the employee the sum of payable weekly on the last working day of each week during the term of this agreement.

IN WITNESS OF, the said parties have hereunto set their hand on this, the date first above written.

Signed, Sealed, and Delivered in Presence of

____________________ ____________________(L.S.)

____________________ ____________________(L.S.)

Hand-out IX-2-3

REQUIRED ELEMENTS OF A CONTRACT

1. MUTUAL ASSENT — THE PARTIES TO A CONTRACT MUST BE IN COMPLETE AGREEMENT. THIS IS CALLED MEETING OF THE MINDS. BOTH PARTIES SHOULD UNDERSTAND WHAT THEY ARE UNDERTAKING.
2. COMPETENT PARTIES – THE PARTIES TO A CONTRACT MUST BE CAPABLE OF KNOWING WHAT THEY ARE DOING. THEY MUST BE OF LEGAL AGE AND NORMAL MENTALLY.
3. CONSIDERATION — EACH PARTY TO A CONTRACT MUST PROMISE TO EITHER GIVE UP SOMETHING OF VALUE THAT HE HAS LEGAL RIGHT TO KEEP OR AGREE TO DO SOMETHING THAT HE IS OTHERWISE NOT LEGALLY REQUIRED TO DO.
4. LEGAL BARGAIN — ALL CONTRACTS MUST BE IN COMPLIANCE WITH FEDERAL, STATE, AND LOCAL LAWS. IF THEY ARE NOT THEY ARE NOT CONSIDERED A LEGAL BARGAIN AND CANNOT BE COLLECTED LEGALLY.
5. REQUIRED FORM — CERTAIN CONTRACTS, SUCH AS THOSE INVOLVING AN AMOUNT OF $500 OR MORE, MUST BE IN WRITING TO BE ENFORCEABLE.

MAKING A CONTRACT

Transparency IX-2-4

CIRCUMSTANCES THAT MAKE A CONTRACT VOID

Duress--Pressure or influence applied to a person's will by threat of bodily harm against him or his family or the threat of serious damage to his property in order to compel him to do something that he does not want to do.

UNDUE INFLUENCE--When a person who has the power to control the actions of another because he bears a special or confidential relationship to that person, uses his power to his advantage.

FRAUD OR MISREPRESENTATION--Fraud is the intentional misrepresentation of a material fact by one party with the hope of influencing the other party. It may be made by spoken or written words or by acts or conduct.

INCOMPETENCE--Parties involved in contracts who have been declared mentally incompetent or who are highly intoxicated are void from contracts if the person can return the goods. If not, he is liable.

Hand-out IX-2-5

SUPPLEMENTAL
TEACHING MATERIALS FOR ICT
GENERALLY RELATED LESSONS

Unit IX
Lesson 2

BOOKS

Catalde, Bernard F., Introduction to Law and the Legal Process. J. Wiley, New York, New York 10001.

Riss, Martin J., Handbook of Everyday Law. Harper, 1959, New York, New York 10001.

Schneider, Smith and Whitcraft, Personal Business Law. McGraw-Hill, 200 West 42nd Street, New York, New York 10001.

BOOKLETS

The Consumer and the Law. National Association of Secondary School Principals, 1201 16th Street, N. W., Washington, D. C. 20000.

FILMS

What is a Contract? Describes oral and written contracts and shows how they must have mutual assent. 10 minutes, $2.50, Business Education Films, Brooklyn, New York 11201.

ICT - I

UNIT X

JOB SAFETY

Lesson 1. Accidents: Causes and Effects

Lesson 2. Material Handling

Lesson 3. Personal Protective Equipment

Developed by

Gene A. Nugent

and

Franklin R. Ewing

INSTRUCTOR'S LESSON PLAN
Generally Related Information

Unit X
Lesson 1

SUBJECT: Accidents - Causes and Effects

OBJECTIVE: Students will be able to identify the chief causes of accidents and discuss their effects from the view point of both the employer and employee.

TEACHING AIDS: Overhead projector

MATERIALS: Transparencies, hand-outs.

REFERENCES: Industrial Safety. Blake R. P., Prentice-Hall
Falls. Virginia Department of Labor and Industrial Safety Division
Box 1814, Richmond, Virginia

I. PREPARATION (of the learner)

Tell the story of an accident which obviously could have been prevented.

Ask: What caused the accident?
How could it have been avoided?

II. PRESENTATION (of the information)

INSTRUCTIONAL TOPICS	KEY POINTS (things to remember to do or say)
A. Behavioristic Causes (Main Cause)	STRESS: The point why behavioristic reasons are the main causes of accidents.
1. Improper attitude	
a. Deliberate chance taking	
b. Disregard of instruction	
c. Failure to follow known safety procedure	Refer to Transparency X-1-1.
d. Absent-mindedness	Have class discussion
e. Horseplay	
2. Improper operation of equipment	Refer to Transparency X-1-1
a. Lack of job safety knowledge	
b. Overconfidence	Ask students questions concerning subtopic 2.
B. Unsafe Conditions	Give examples of each subtopic or causes.
1. Physical or mental defects	
a. Lack of appendages	Refer to Transparencies X-1-2, "Accident Type as Classified by the U.S.A. Standards".
b. Deafness	
c. Partially blind	
d. Mental handicap	
2. Improper guarding	
a. Unguarded	
b. Inadequately guarded	
c. Guard removed	
3. Defective equipment	
a. Through use or abuse	
b. Through design or construction	

II. PRESENTATION (continued)

INSTRUCTIONAL TOPICS	KEY POINTS (things to remember to do or say)
B. Unsafe Conditions (continued)	
4. Unsafe housekeeping	Refer to Transparency X-1-3.
a. Unsafe bins, shelves, etc.	
b. No aisle markers	Let students name the unsafe conditions.
c. Objects on floor	
5. Improper lighting	
6. Improper ventilation	
7. Improper dress	
C. Acts of God	Refer to Transparency X-1-4, and X-1-5.
1. Lightning	Ask: "Was this an act of God or an unsafe act?"
2. Hurricanes	
3. Floods	
D. Effects of Injuries	Refer to Hand-out X-1-6, "Safety Management: Accident Cost and Control". Discuss.
1. Permanent or temporary disability	
2. Loss of wage	
3. Loss of production	Refer to Hand-out X-1-7, "Do You Bet Your Paycheck?" Ask questions concerning hand-out.
4. Suffering of injured worker	
5. Loss of job	
6. Death	Refer to Transparency X-1-8.
	Explain to students why it pays to be safe. Ask questions.

III. APPLICATION

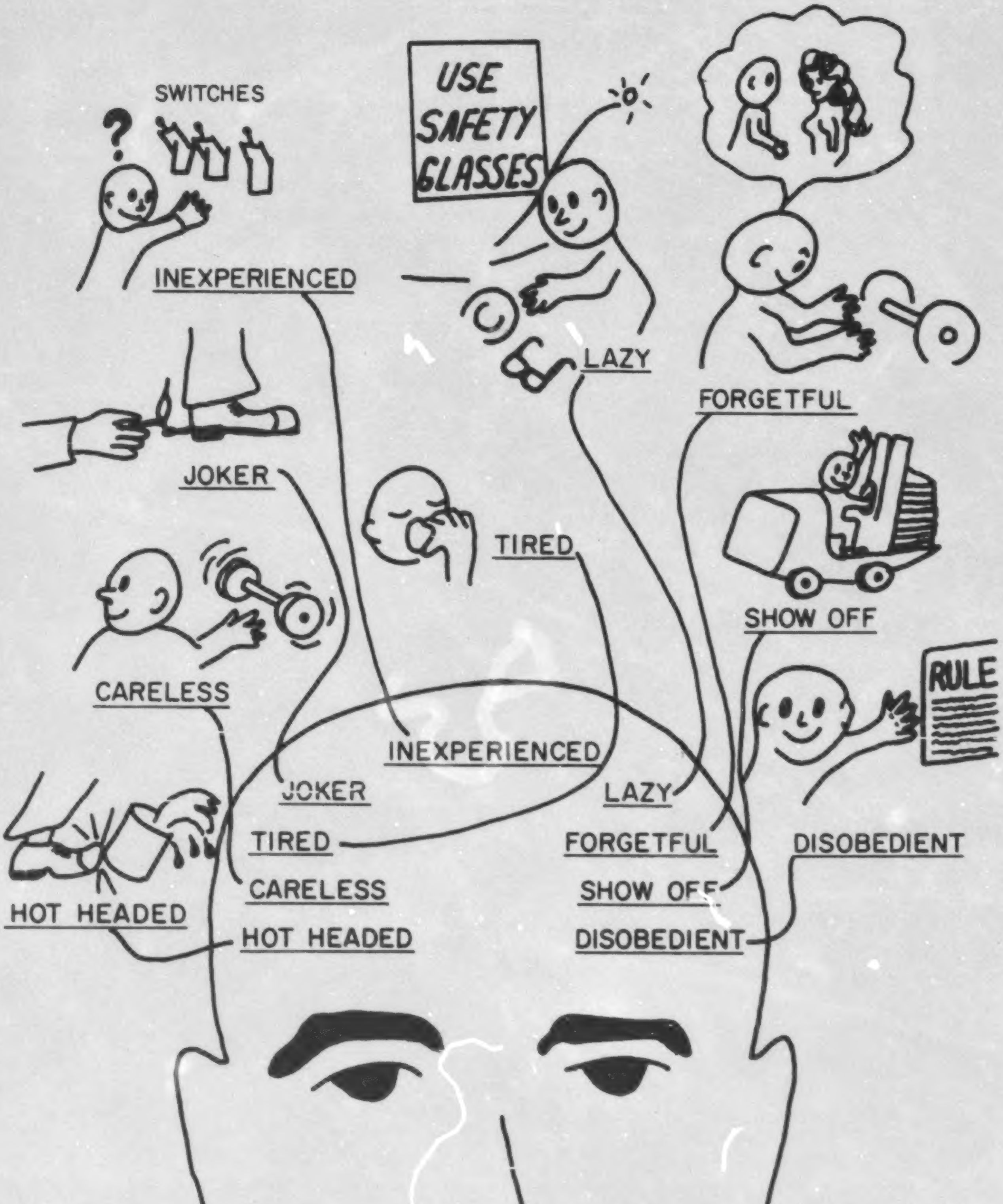
Have students list hazards they have observed at home, school, and work.

IV. TEST

A. Students list and explain the causes of accidents.
B. Brief essay explaining the effects of injuries.

SUGGESTED ACTIVITIES: Have students find newspaper story of an industrial accident.

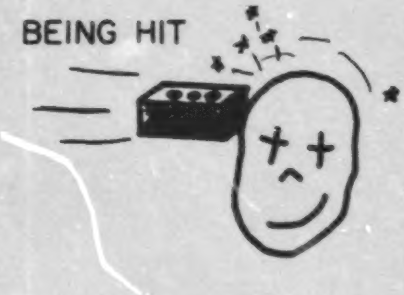
NEXT LESSON: Material Handling


SWITCHES
USE SAFETY GLASSES
INEXPERIENCED
LAZY
FORGETFUL
JOKER
TIRED
SHOW OFF
CARELESS
RULE
INEXPERIENCED
JOKER
LAZY
HOT HEADED
TIRED
FORGETFUL
DISOBEDIENT
CARELESS
SHOW OFF
HOT HEADED
DISOBEDIENT

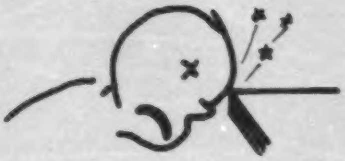
Transparency X-1-1

ACCIDENT CAUSES AND EFFECTS

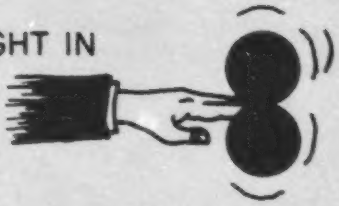
BEING HIT



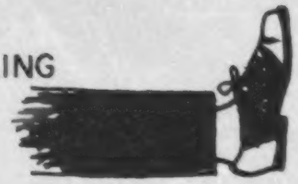
STRIKING AGAINST



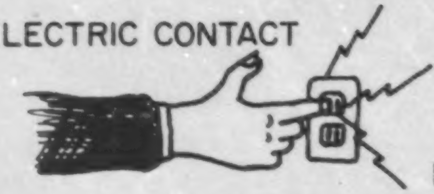
CAUGHT IN



FALLING



ELECTRIC CONTACT



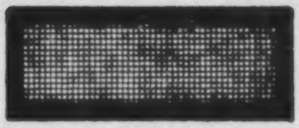
THE ACCIDENT TYPE AS CLASSIFIED BY U.S.A. STANDARDS

ACCIDENT TYPE - THE MANNER OF CONTACT OF THE INJURED PERSON WITH THE OBJECT OR SUBSTANCE, OR THE EXPOSURE OR THE MOVEMENT OF THE PERSON WHICH RESULTS IN THE INJURY.

1. STRIKING AGAINST - REFERS GENERALLY TO CONTACTS WITH SHARP OR ROUGH OBJECTS, RESULTING IN CUTS, SLIVERS, PUNCTURES, ETC., DUE TO STRIKING AGAINST, KNEELING ON, OR SLIPPING ON OBJECTS.
2. STRUCK BY - REFERS TO FALLING, FLYING, SLIDING, OR MOVING OBJECTS.
3. CAUGHT IN, ON, OR BETWEEN.
4. FALL ON SAME LEVEL.
5. FALL TO DIFFERENT LEVEL.
6. SLIP OR OVER-EXERTION, RESULTING IN STRAIN OR HERNIA.
7. EXPOSURE TO TEMPERATURE EXTREMES - RESULTING IN BURNING, SCALDING, FREEZING, HEAT EXHAUSTION, SUNSTROKE, FROSTBITE, ETC.
8. INHALATION, ABSORPTION, INGESTION, DROWNING, ASPHYXIATION POISONING, BUT EXCLUDING CONTACT WITH TEMPERATURE EXTREMES.
9. CONTACT WITH ELECTRIC CURRENT - RESULTING IN ELECTROCUTION, SHOCK, ETC.
10. ACCIDENT TYPES NOT ELSEWHERE CLASSIFIED.

Transparency X-1-2

ENOUGH LIGHT
TO DO THE
JOB SAFELY

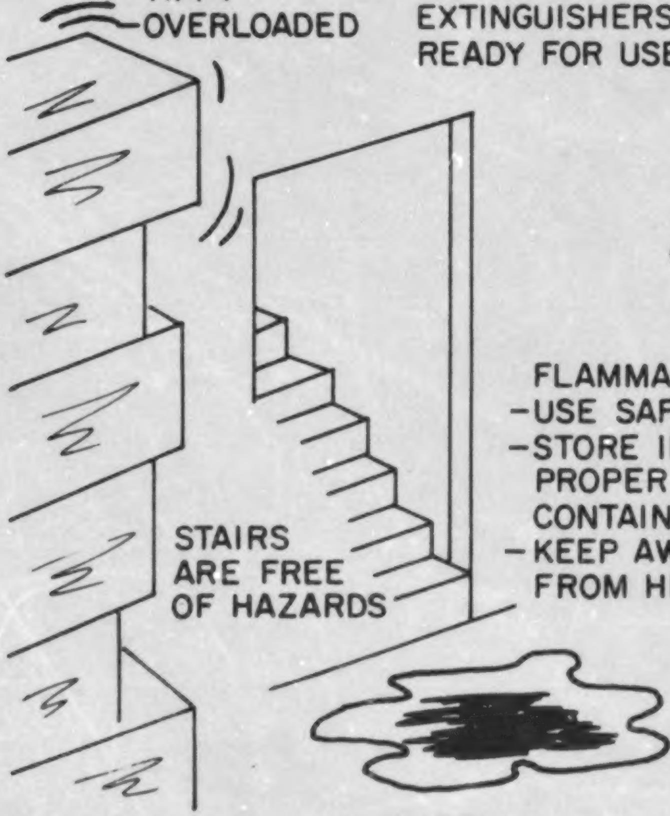


PROPER VENTILATION
VENT NOT BLOCKED

DANGEROUS
OVERHEAD
OBJECTS

CONDITIONS

ARE THINGS
STACKED RIGHT?
BLOCKING EXITS OR
FIRE SPRINKLERS
-TIPPY
-OVERLOADED



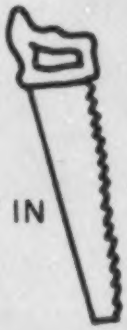
FIRE
EXTINGUISHERS
READY FOR USE

PLACE OILY RAGS
IN A CLOSED METAL
CONTAINER

FLAMMABLE LIQUIDS:
-USE SAFELY
-STORE IN
PROPER
CONTAINERS
-KEEP AWAY
FROM HEAT

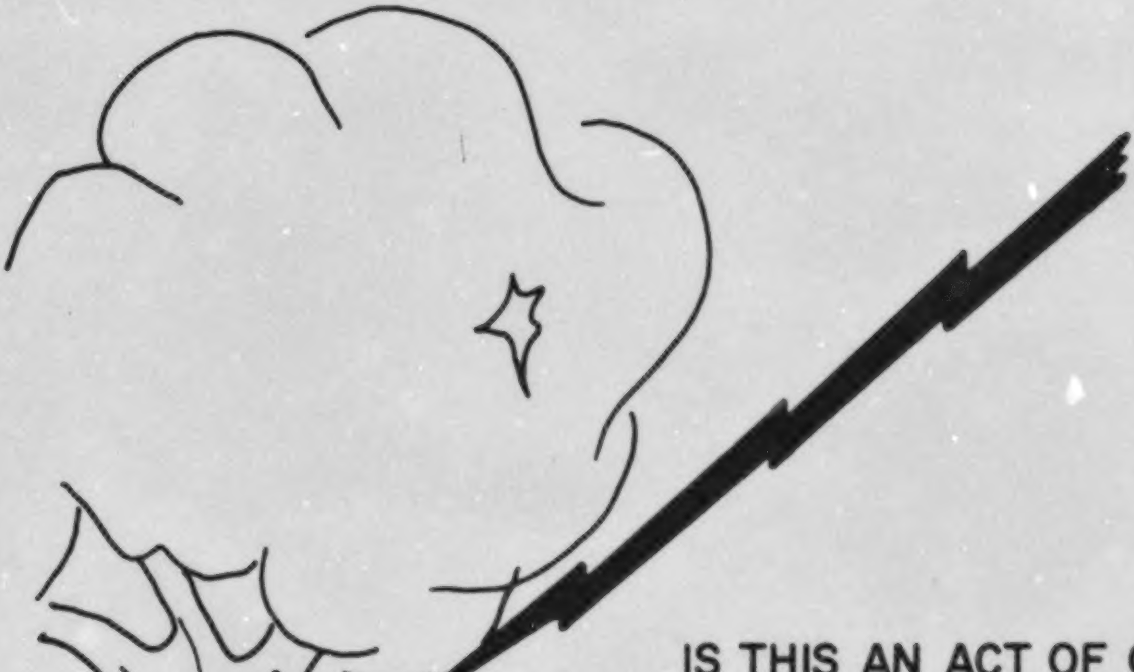
STAIRS
ARE FREE
OF HAZARDS

PUT AWAY
TOOLS NOT IN
USE



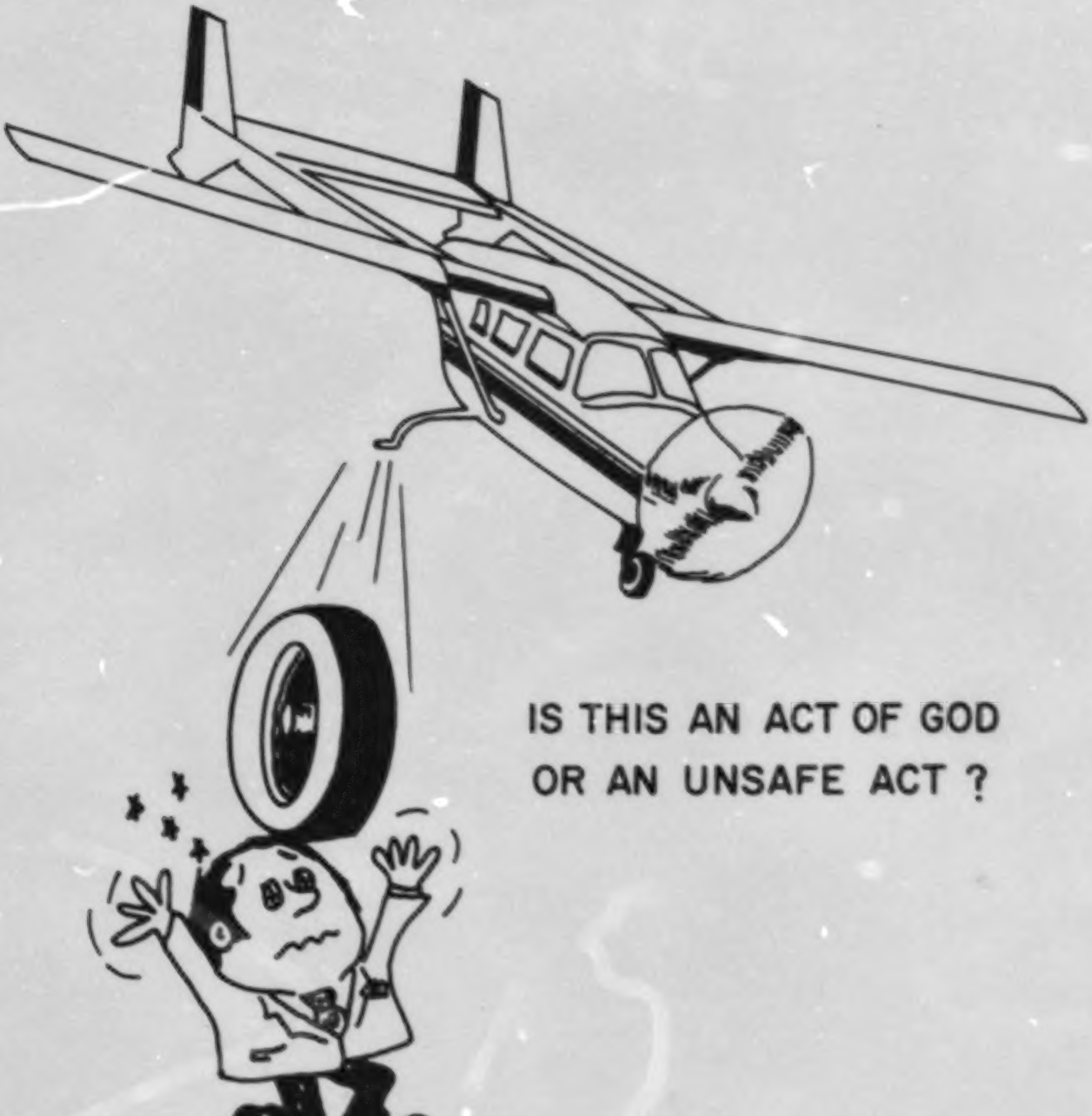
KEEP FLOORS
CLEAR OF OIL
AND DEBRIS

Transparency X-1-3



IS THIS AN ACT OF GOD
OR AN UNSAFE ACT ?

Transparency X-1-4



IS THIS AN ACT OF GOD
OR AN UNSAFE ACT ?

Transparency X-1-5

SAFETY MANAGEMENT: ACCIDENT COST AND CONTROL

Accident Causes and Effects

FREQUENCY RATE Disabling Injuries Per 1,000,000 Man-Hours			SEVERITY RATE Time Charges (Days) Per 1,000,000 Man-Hours
Communications	.93	75	Communications
Electrical Equipment	1.56	141	Aircraft Manufacturing
Aircraft Manufacturing	1.62	152	Wholesale & Retail
Automobile	1.76	163	Electrical Equipment
Rubber	2.26	209	Tobacco
Cement	.91	212	Printing & Publishing
Steel	3.25	219	Automobile
Chemical	3.26	228	Leather
Storage & Warehousing	3.77	304	Storage & Warehousing
Textile	3.97	333	Rubber
Shipbuilding	3.97	341	Machinery
Sheet Metal	4.21	371	Meat Packing
Machinery	4.44	382	Glass
Glass	5.31	392	Chemical
Electric Utilities	5.47	426	Sheet Metal
All Industries	5.99	427	Textile
Non-Ferrous Metals & Prod.	6.18	480	Gas Utilities
Gas Utilities	6.57	531	Wood Products
Petroleum	6.72	582	Foundry
Tobacco	6.92	5,944+	Federal Civi. Employees
Pulp & Paper	7.39	606	Shipbuilding
Railroad Equipment	7.72	607	Iron & Steel Products
Printing & Publishing	7.76	616	Food
Iron & Steel Products	7.77	635	Railroad Equipment
Foundry	8.24	650	Air Transport
Federal Civilian Employees	8.36	666	All Industries
Clay & Mineral Products	9.56	718	Cement
Mining, Surface	9.64	721	Clay & Mineral Products
Fertilizer	9.95	724	Non-Ferrous Metals & Prod.
Wholesale & Retail Trade	10.58	738	Steel
Food	10.59	768	Petroleum
Leather	+11.16	839	Pulp & Paper
Quarry	+11.52	841	Transit
Wood Products	+11.87	1,019	Electric Utilities
Meat Packing	+14.06	1,439	Fertilizer
Air Transport	+14.58	1,571	Quarry
Construction	+14.94	1,921	Lumber
Marine Transportation	+19.37	2,222	Construction
Lumber	+22.13	2,372	Mining, Surface
Mining Undgrd. Except Coal	+27.48	3,848	Marine Transportation
Mining, Underground Coal	+35.86	5,442	Mining, Undgrd. Except Coal
		10,816	Mining, Underground Coal

Source: National Safety Council, Accident Facts (Chicago, 1974), p. 26

Hand-out X-1-6

SAFETY BULLETIN

Do You Bet Your Paycheck

Some employees who have lost time for work injuries do not receive a paycheck, regardless of the length of time involved.

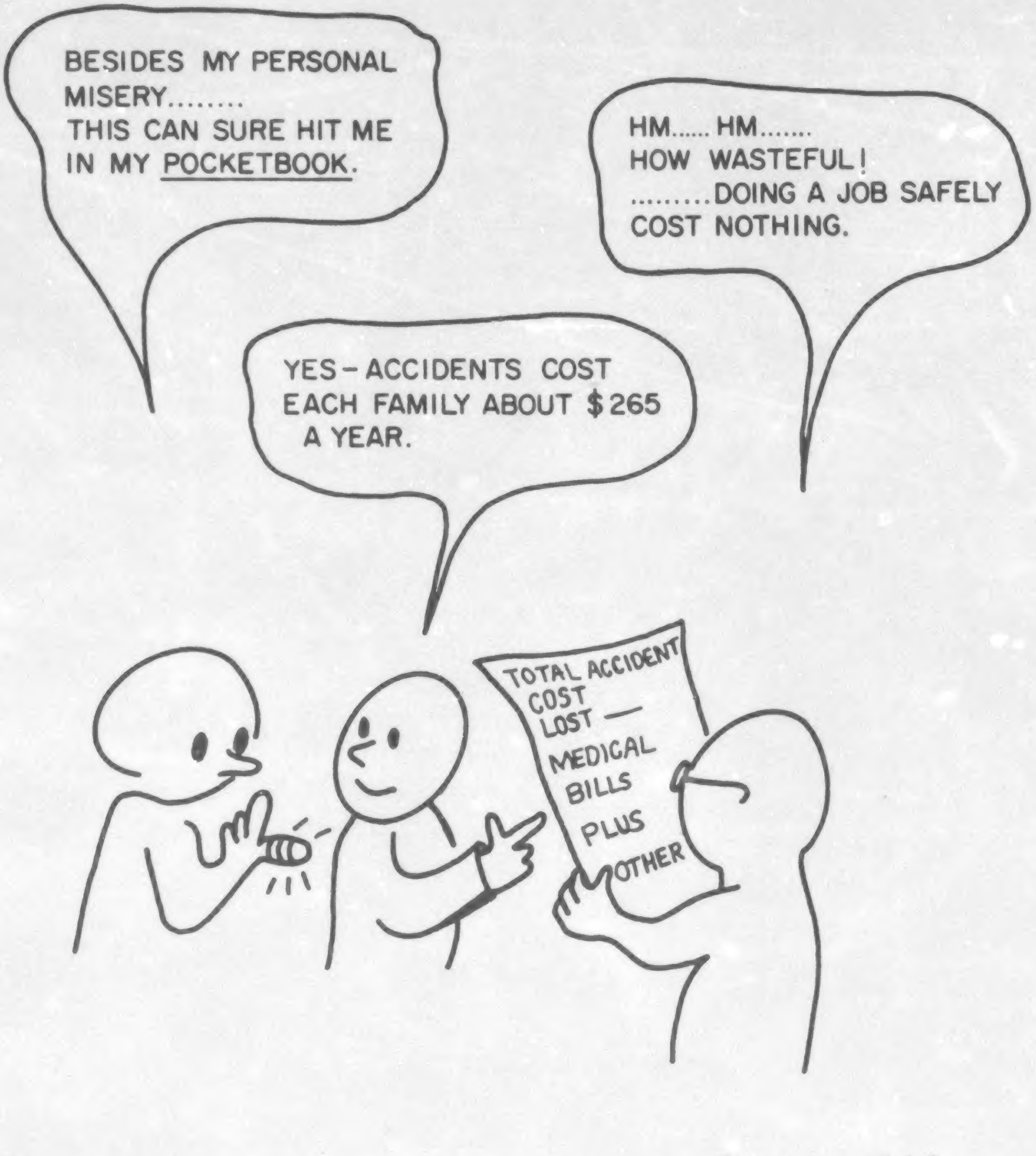
We cite a section of the law from the Workmen's Compensation Act.

65.1-38: When compensation is not allowed for injury or death; burden of proof.--No compensation shall be allowed for an injury or death:
(1) due to the employee's willful misconduct, including intentional self inflicted injury.
(2) growing out of his attempt to injure another.
(3) due to intoxication, or
(4) due to willful failure or refusal to use a safety appliance or perform a duty required by statute or the willful breach of any rule or regulation adopted by the employer and approved by the Industrial Commission and brought prior to the accident to the knowledge of the employee.

We believe you will agree that it is bad enough to suffer the pain of a lost time injury and receive full compensation of 60% of your wages, not exceeding $62.00 per week after the first week, the first seven days not being paid unless you are out of work more than six (6) weeks, but to endure the suffering without any compensation could result in hardship to your loved ones as well.

Therefore, we hope you will better realize that your safety is your responsibility and determine to do your utmost in the following rules and regulations of safe work practices. To do less, could mean a physical and financial loss to you.

ACCIDENTS MAY CAUSE LOSS OF WAGES..... LOSS OF PRODUCTION...... SUFFERING OF INJURED......... LOSS OF JOB....... DEATH......


BESIDES MY PERSONAL MISERY......... THIS CAN SURE HIT ME IN MY POCKETBOOK.
HM...... HM....... HOW WASTEFUL! ....DOING A JOB SAFELY COST NOTHING.
YES - ACCIDENTS COST EACH FAMILY ABOUT $265 A YEAR.
TOTAL ACCIDENT COST LOST — MEDICAL BILLS PLUS OTHER

Transparency X-1-8

SUPPLEMENTAL
TEACHING MATERIALS FOR ICT
GENERALLY RELATED LESSONS

Unit X
Lessons 1&2

BOOKS

Blake, R. P., Industrial Safety. Prentice Hall, New Jersey, 1963.

DeReamer, Russell, Modern Safety Management. John Wiley and Son, New York, 1958.

Simonds, Rollin, Safety Management. Irwin Press, Homewood, Illinois 60430, 1963.

Strasser, Marland, Fundamentals of Safety Education. MacMillan, New York, 1965.

We're Never too Young to Learn Safety. U. S. Department of Labor Standards, Washington, D. C. 20025.

Why Ask for an Accident? National Researchers Bureau, Inc., 424 North Third Street, Burlington, Iowa 52601

BOOKLETS

Bend at the Knees, Keep the Back Straight. Commonwealth of Virginia, Department of Labor and Industry, Richmond, Virginia 23219

Falls. Commonwealth of Virginia, Department of Labor and Industry, Richmond, Virginia 23219.

Fire Extinguishers and Their Use. Commonwealth of Virginia, Department of Labor Industry, Richmond, Virginia 23219.

How to Keep Electricity from Killing. Bureau of Ships, Navy Department, Washington, D. C. 20025.

How to Prevent Accidents in Your Home. National Research Bureau, Inc., Third Street, Burlington, Iowa 52601, 20¢.

Maintenance and Safety. Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402.

FILMS

Anatomy of an Accident. An award winning film that treats the motor vehicle accident problem from a personal viewpoint. Shows unsafe driving habits. 26½ minutes, color, 1967, State.

Anyone at All - Safety in the Community. Dramatically shows many kinds of accidents which bring loss of life, physical impairment, economic loss, and suffering to families. 22 minutes, 1965, State.

Before It's too Late. A safety film on the use of seat belts. Features Dick Van Dyke. He relates how his own life was saved in a near fatal accident. 13½ minutes, color, 1967, State.

Charlie's Haunt. Here is a delightful new twist to that old theme - safety. Edgar Bergen, Charlie McCarthy and a host of other stars team up to help reduce a rash of off-the-job accidents in a community. 28 minutes, color, 1968, State.

PAMPHLETS

Getting There and Back Safely. U. S. Government Printing Office, Washington, D. C. 20000, $1.00/100.

Let Your Legs do the Act of Lifting. U. S. Government Printing Office, Washington, D. C. 20000, $1.00/100.

Sizing Up Machines for Safety. U. S. Government Printing Office, Washington, D. C. 20000, $1.00/100.

When Can You Trust a Ladder. U. S. Government Printing Office, Washington, D. C. 20000, $1.00/100.

Working Safely with Substances that can Explode and Burn. U. S. Government Printing Office, Washington, D. C. 20000, $1.00/100.

INSTRUCTOR'S LESSON PLAN
Generally Related Information

Unit X
Lesson 2

SUBJECT: Material Handling

OBJECTIVES: Students will be able to discuss the factors causing handling injuries and outline the steps leading to their prevention.

TEACHING AIDS: Overhead projector

MATERIALS: Transparencies, heavy object to be lifted.

REFERENCES: Industrial Safety, Blake, R. P., Prentice Hall

I. PREPARATION (of the learner)

Tell a story about lifting and carrying heavy loads.
Ask: What are the best ways to lift and carry heavy loads?

II. PRESENTATION (of the information)

INSTRUCTIONAL TOPICS	KEY POINTS (things to remember to do or say)
A. Factors Causing Careless Handling Injuries	Explain to the students why they should not lift or carry loads too heavy.
1. Too heavy loads	
2. Lifting and lowering with back	Refer to Transparency X-2-1.
3. Handling with bad grip from awkward position	Explain to students the right way and the wrong way to lift an object.
B. Pointers to Prevent Lifting and Handling Injuries	Refer to Transparency X-2-1. Ask questions.
1. Good footing	Use heavy objects to demonstrate the correct way to lift.
2. Bend at the knees	
3. Keep back straight	
4. If weight is too much, get help.	
5. Get firm hold and lift gradually.	
C. Using Material Handling Equipment (Fork Lifts, etc.)	STRESS: The point that there is an advantage of doing the job correctly.
1. Know how to operate the machine	
2. Know how to do the job properly.	Refer to Transparency X-2-2.
3. Know what to do if something goes wrong.	Have class discussion
4. Ask questions if unsure.	Refer to Transparency X-2-2.

III. APPLICATION

Have students lift a heavy object properly.

IV. TEST

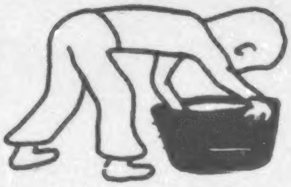
Brief essay dealing with material handling accidents and their prevention.

SUGGESTED ACTIVITIES: Have students do a safety poster of bulletin board.

NEXT LESSON: Personal Protective Equipment

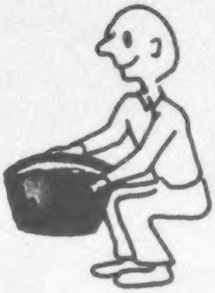
LIFTING THE RIGHT WAY

NOT THIS WAY......

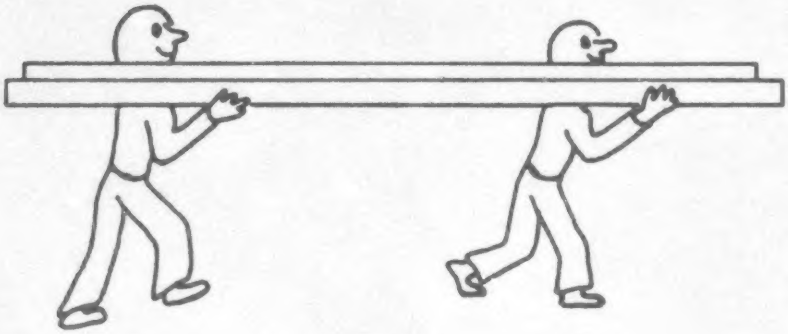


BUT THIS WAY......

GRASP LOAD FIRMLY
KEEP BACK STRAIGHT
BEND KNEES AND HIPS
STAND UP GRADUALLY



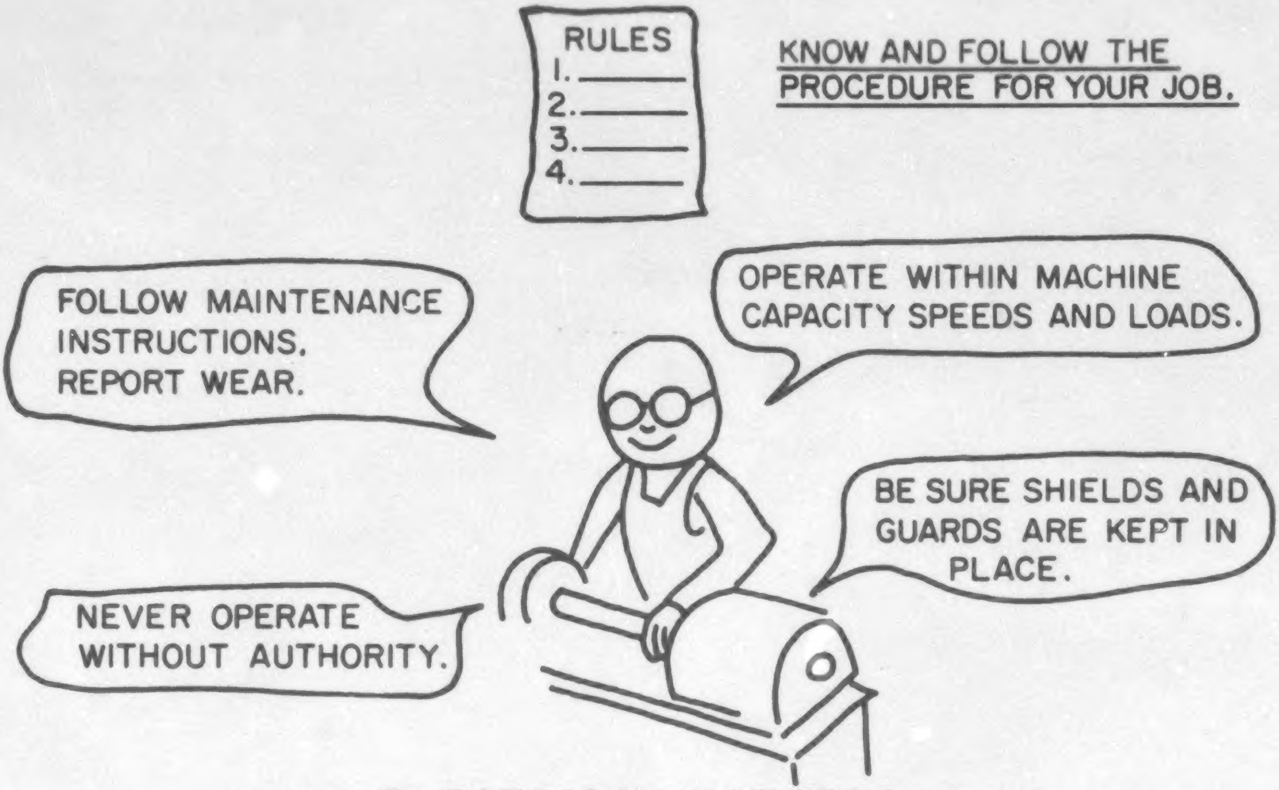
GET HELP ON HEAVY LOADS



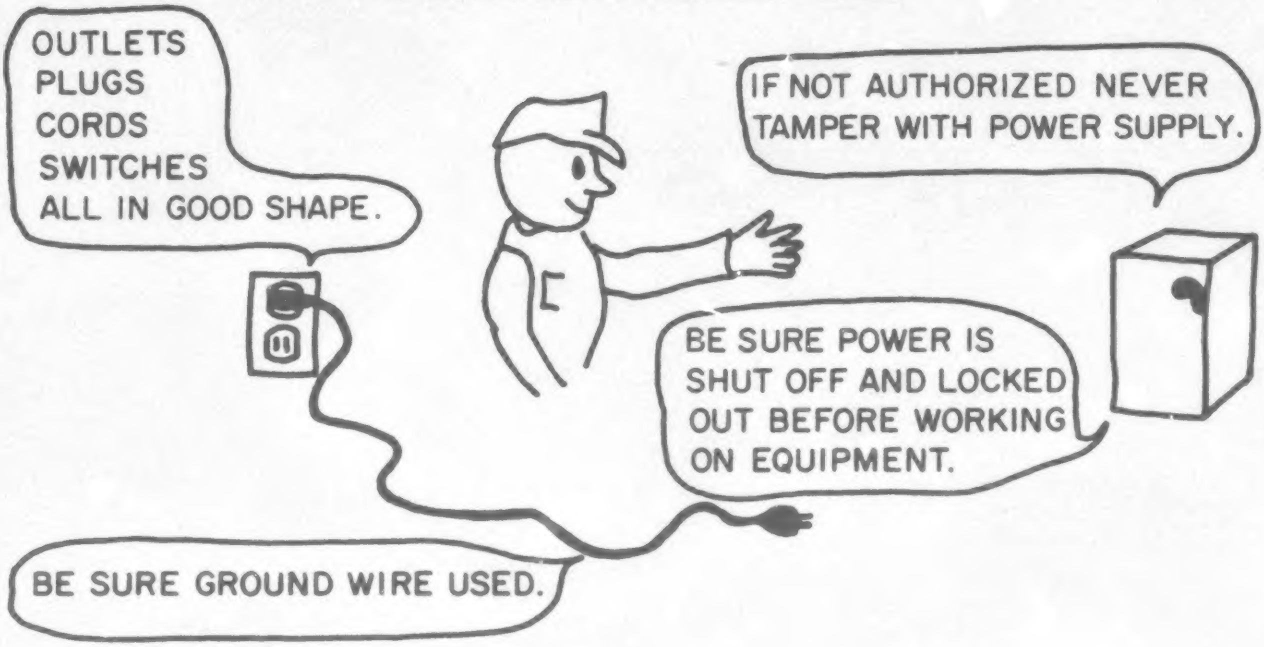
AND LET ONE MAN GIVE SIGNAL
TO LIFT AND PUT DOWN LOADS.

Transparency X-2-1

DOING THE JOB RIGHT


RULES
1.
2.
3.
4.
KNOW AND FOLLOW THE PROCEDURE FOR YOUR JOB.
FOLLOW MAINTENANCE INSTRUCTIONS, REPORT WEAR.
OPERATE WITHIN MACHINE CAPACITY SPEEDS AND LOADS.
BE SURE SHIELDS AND GUARDS ARE KEPT IN PLACE.
NEVER OPERATE WITHOUT AUTHORITY.

ELECTRICAL HAZARDS


OUTLETS
PLUGS
CORDS
SWITCHES
ALL IN GOOD SHAPE.
IF NOT AUTHORIZED NEVER TAMPER WITH POWER SUPPLY.
BE SURE POWER IS SHUT OFF AND LOCKED OUT BEFORE WORKING ON EQUIPMENT.
BE SURE GROUND WIRE USED.

Transparency X-2-2

INSTRUCTOR'S LESSON PLAN
Generally Related Information

Unit X
Lesson 3

SUBJECT: Personal Protective Equipment

OBJECTIVE: Students will be able to identify the various types of personal protective equipment that are available and explain their use.

TEACHING AIDS: Overhead projector

MATERIALS: Example of each type of personal protective equipment, transparencies, hand-outs, "Classes of Personal Protective Equipment".

REFERENCES: Industrial Safety, R. P. Blake, Prentice Hall.

I. PREPARATION (of the learner)

Tell students, "Today we will discuss equipment which may save you from serious injury or death."

II. PRESENTATION

INSTRUCTIONAL TOPICS	KEY POINTS (things to remember to do or say)
A. Head Protection 1. Hard hats 2. Hair protectors 3. Hearing protectors	Refer to Hand-out X-3-1. Ask students if they are required to wear personal protective equipment on their jobs.
B. Face and Eye Protection 1. Goggles 2. Welding helmets 3. Face shields	Show students examples of each type of personal protective equipment. Demonstrate the use of each type.
C. Protective Clothing 1. Guards against: a. Burns b. Abrasions c. Dermatosis 2. Garment must: a. Offer adequate protection b. Allow freedom of movement	Refer to Hand-out X-3-1. Go over transparency with students and answer all questions.
D. Respirators 1. Air purifying 2. Air supplying	
E. Hand, Foot, and Leg Protectors 1. Gloves and hand leathers 2. Safety shoes 3. Foot guards	Refer to Transparency X-3-2.

III. APPLICATION

Have students find a news article about an accident that could have been prevented if personal protective equipment had been used.

IV. TEST

List the various types of personal protective equipment and explain their use.

SUGGESTED ACTIVITY: Have students list the personal protective equipment which they need on their job.

PERSONAL PROTECTIVE EQUIPMENT

CLASSES OF PERSONAL PROTECTIVE EQUIPMENT

A. Head Protection
   1. Hard hats
   2. Hair protection
   3. Hearing protectors

B. Face and Eye Protection
   1. Goggles
   2. Helmet and hand shields
   3. Face shields

C. Respiratory Protective Equipment
   1. Air purifying
   2. Air supplying

D. Protective Clothing

E. Hand, Foot, and Leg Protectors
   1. Gloves and hand leathers
   2. Safety shoes
   3. Foot guards

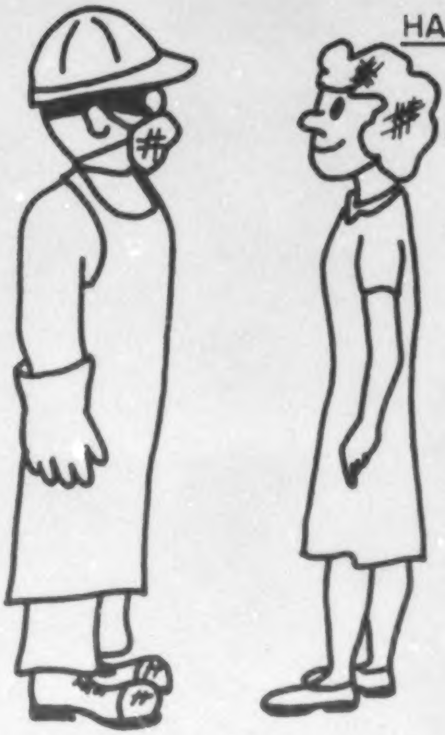
Hand-out X-3-1

CLOTHES

DOES YOUR JOB CALL FOR;

- SAFETY HAT
- EYESHIELD
- EARPLUG
- MASK
- APRON
- GLOVES
- SPECIAL SHOES

- NO SLEEVES
- NO NECKTIES
- APPROPRIATE DRESS
- PRACTICAL SHOES
- HAIR NET
- DURABLE CLOTHES
- NO LOOSE JEWELRY



BEING WELL DRESSED ON-THE-JOB MEANS
WEARING THE RIGHT PROTECTIVE CLOTHING.

SUPPLEMENTAL
TEACHING MATERIALS FOR ICT
GENERALLY RELATED LESSONS

Unit X
Lesson 3

BOOKLETS

Protective Equipment. Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402.

FILMS

Don't Push Your Luck. Presents a vivid re-enactment of a blinding eye accident that occurs in an industrial plant. 13 minutes, color, 1967, Bausch and Lamb, Inc., National Society for the Prevention of Blindness, Inc., 635 St. Paul Street, Rochester, New York 14603

Safety at Work. This film illustrate that sound safety programs can reduce industrial injuries where protective equipment is used. 18 minutes, color, Aetna Life and Casualty, 151 Farmington Avenue, Hartford, Connecticut 06115.

PAMPHLETS

The Safe Way is the Only Way to do the Job. U. S. Government Printing Office, Washington, D. C. 20000, $1.00 per 100.

Work Clothes that Protect the Body. U. S. Government Printing Office, Washington, D. C. 20000, $1.00 per 100.